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ABSTRACT

This guide provides instructional materials and approaches for use by continuing educators, trainers, state units, area agencies on aging, or others responsible for staff development. Section I gives an overview of the mutual needs and responsibilities of adults with learning needs and those who assist them to meet those needs. Section II assists trainers in determining the needs in their service area. Section III identifies a number of training techniques, activities, and materials and tells how to use them. Section IV contains 14 modules based on selected skill areas that trainers could use or adapt to meet the specific needs of their individual senior center or community focal point staff. Topics are community focal points for service delivery, boards and committees, case management, interviewing, leadership, linking mechanisms, monitoring, negotiation, personnel management, planning, program evaluation, public relations, space management, and time management. An information page for each module identifies the purpose and objectives and lists the handout and transparency masters included. A content outline recommends procedures and time required for implementation. Section V suggests reinforcement techniques to help participants retain and transfer new knowledge and skills to the workplace. Section VI focuses on evaluation. Appendixes provide examples of checklists, evaluation forms, and impact questionnaire. (YLB)

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COMPREHENSIVE SERVICE DELIVERY
through
SENIOR CENTERS AND OTHER COMMUNITY FOCAL POINTS:
TRAINERS GUIDE

SENIOR CENTER AND COMMUNITY FOCAL POINT
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PREFACE

The 1978 Amendments to the Older Americans Act included a new requirement in the section on Area Plans: "Each area agency designated under Section 305 (a)(2)(A) shall...designate, where feasible, a focal point for comprehensive service delivery in each community to encourage the maximum collocation and coordination of services for older individuals, and give special consideration to designating multipurpose senior center as such focal point;"...

In Summer 1980, after final regulations were published, the Administration on Aging awarded a cooperative agreement project to The National Council on the Aging, Inc., to produce instructional materials and training activities to meet the needs of people and organizations involved in the development of community focal points. The agreement also calls for at least one workshop in each Federal region on the use of materials and curriculum.
The National Association of Area Agencies on Aging collaborated by participating in a survey of area agencies and indentifying examples of best practices in determining focal point designations.

The products resulting from this project are:

- The concept paper titled COMMUNITY FOCAL POINTS FOR THE DELIVERY OF SERVICES TO OLDER PEOPLE

- The COMMUNITY FOCAL POINT DESIGNATION HANDBOOK, developed by N4A, which sets forth processes used in selected communities to designate focal point agencies;

- COMPREHENSIVE SERVICE DELIVERY THROUGH SENIOR CENTERS AND OTHER COMMUNITY FOCAL POINTS: A Resource Manual addressing information particularly relevant to focal point operation such as cooperative planning, interagency linkages, shared service delivery, accountability to multiple constituencies and community relationships;

- COMPREHENSIVE SERVICE DELIVERY THROUGH SENIOR CENTERS AND OTHER COMMUNITY FOCAL POINTS: A Trainers Guide including instructional materials and approaches for use or adaptation by continuing educators, trainers, state units, AAAs or others responsible for staff development within their own state or localities

- MAXIMIZING THE EFFECTIVENESS OF A TRAINING EVENT: A Participants' Handbook which describes procedures to be used by the trainee to prepare for a training event. Its purpose is to enhance the transference of the knowledge and skill learned during training to actual "on-the-job" situations.

- Ten regional workshops on use of the materials.

TRAINERS GUIDE

INTRODUCTION

It became evident at an early stage that the development of a standardized training design would not meet specific needs of the people the project is intended to assist. Flexibility became a priority. The potential training participants are a diverse group, including people with such varied degrees of experience and training that it was decided not to develop a "canned" training design. It was recognized that a way must be devised to assure that the materials developed by this project would meet knowledge and skill development needs of the greatest number of people in the aging service delivery network.

The first step was to assess the needs of senior centers and community focal point staffs, which was done in several ways. A seminar was held in December 1980 to which representatives of the Administration on Aging, state units on aging, area agencies on aging, designated community focal points and senior centers were invited to discuss implications of the community focal point provisions of the 1978 amendments to the Older Americans Act for staff development needs.

Two surveys were also conducted. Area agencies on aging were canvassed in cooperation with the National Association of Area Agencies on Aging (N4A). Designated community focal points were identified in coordination with N4A and NCOA's National Institute of Senior Centers (NISC) and asked to respond to a second survey.

The surveys and seminar yielded a fairly long list of skills needed to provide comprehensive, accessible service delivery at the community level. Review of the identified skill areas emphasized the need to develop training materials and methods with maximum flexibility.

The decision was made to develop modules based on selected skill areas that trainers could use or adapt to meet the specific needs of their particular audiences. It was further decided that as many modules would be developed as time and resources would allow. A total of 14 modules were developed and are included in Section IV of this guide.

In addition to the modules, the guide contains sections on the adult learner, needs assessments, training techniques, suggested reinforcement techniques and evaluation of training.

The section on the adult learner gives a brief overview of the mutual needs and responsibilities of adults with learning needs and those who assist them to meet those needs.

Because of the heterogeneity of staffs of senior centes and community focal points for service delivery in the aging network, trainers have a special responsibility to determine the needs in their service areas. The section on needs assessment is included to assist trainers in such a task.

Most experienced trainers use a variety of methods, activities and materials in their training designs. The section on training techniques identifies a number of these and gives tips on how to use them.

An area receiving increased emphasis in adult education is reinforcement. New knowledge and skills learned during a training session can slip away very quickly. The section on reinforcement techniques suggests ways in which trainers can help participants to retain and transfer new knowledge and skills to the work place.

The last section, evaluation, is of first importance to many skilled trainers. Properly planned and implemented, evaluation can be a valuable tool to judge the effectiveness of a training event and identify the need for additional training or the modification of a training plan.

Flexibility and usefulness have been important goals in the development of this guide. It is meant to be used by trainers, continuing educators and others responsible for staff development in the aging network to design training to meet the knowledge and skill development needs of senior center and community focal point staffs. The ultimate beneficiaries will be the older people served by knowledgeable, skilled and caring service providers.

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SECTION I

ADULT LEARNERS

Introduction

Dr. Malcom Knowles has clarified the differences between adult and child learning in his book, The Modern Practices of Adult Education, 1970. Knowles does not suggest any fundamental difference between the way adults and children "learn" (i.e., internalize new information), but he does point to significant differences that stem from the conditions surrounding adult and child learning and differences that emerge in the learning process as learners mature. Dr. Knowles writes:

> Most of what is known about learning has been derived from studies of learning in children and animals. Most of what is known about teaching has been derived from experience with teaching children under conditions of compulsory attendance. And most theories about the learning/teaching transaction are based on the definition of education as a process of transmitting the culture. From these theories and assumptions there has emerged the technology of "Pedagogy"--a term derived from the Greek stem paid- (meaning "child") and agogos (meaning "leading"). So "Pedagogy" means, specifically, the art and science of teaching children.
>
> One problem is that somewhere in history, the "children" part of the definition got lost. In many people's minds--and even in the dictionary--"Pedagogy" is defined as the art and science of teaching. Period. Even in books on adult education, you can find references to "the Pedagogy of adult education," without any apparent discomfort over the contradiction in terms. Indeed, in my estimation, the main reason why adult education has not achieved the impact on our civilization of which it is capable is that most teachers of adults have only known how to teach adults as if they were children. (Knowles, 1970)

Androgogy, the art and science of helping adults to learn, is from the Greek word "andros" meaning man or grownup. Normally adults learn most easily and thoroughly when they feel a need to do so. During training, therefore, the adult learner adopts and/or reinforces actions, attitudes and understanding in relation to that need.

Adult Learning Principles

In approaching the training of adults, four principles are important to consider: [1]

- Adult learning is problem centered.

  The pedagogical approach to learning is based on information packaged into subjects that a teacher presents at a certain predetermined point in the educational process eventually leading to graduation and a job sometime in the future. In the andragogical approach to education, learning is "problem centered" rather than "subject centered." Andragogy is a process for problem finding and problem solving in the present; it is an orientation to the discovery of an improvable situation, a desired goal, a corrective experience or a developmental possibility in relation to the reality of the present situation. Adult learners, with jobs and full lives now, want most training aimed at improving job and life.

- Adult learning is shared and collaborative.

  Training with adults works best when the trainer recognizes that his/her knowledge and expertise are not greater than that of the learner--just different. Both must share in determining what needs the training will address and in keeping the training process moving in the right direction. Both share a responsibility to protect the freedom to express dissent, to concur, to change directions to achieve greater relevance. Because so many of our educational or training environments have been influenced by traditional pedagogical practices, adults tend to come into educational or training programs expecting to be treated like children and prepared to allow the teacher to take responsibility for their learning. When adults discover that they are capable of self-direction in learning, as they are in other activities of their lives, they often experience a remarkable increase of motivation to learn and a strong desire to continue the learning process.

- The adult learner is a primary resource.

  In the andragogical approach to education, the experience of adults is valued as a rich resource for learning. But the tradition of pedagogy, the tendancy has been to regard children's experience of little worth in the educational process. Probably for this reason the methodology of pedagogy has been, until now at least, largely oriented toward "one-way communication techniques": Lectures, assigned readings and audiovisual presentations.

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[1] Adapted from Curry, R.D., Training Guide for Trainers (Corvallis: Oregon State University, 1975) pp. 7-9.

Andragogy, on the other hand, abounds with "experimental," two-way and multidirectional techniques, such as group discussion, simultation, and role playing, buzz groups, team designing, skill practice sessions, etc. In this way, the experiences of all participants can be utilized as resources for learning.

Since adult learners bring a rich variety of experience, knowledge, insight, understanding and sensitivity, the trainer doesn't need to have all the answers. The trainer does need to know how to structure a process and create a climate in which the participants can draw on the resources of the group as a basis for learning.

- The adult learner is responsible for his/her own learning.

In traditional pedagogy, the teacher decides the content and assumes responsibility for the process of choosing how and when the learning will take place. In andragogy, the grouping of learners is brought about in direct relation to the individual interests and learning needs identified by the learners themselves. The learners decide what they need to learn based on their own perception of the demands of their social situation. The facilitator of andragogical learning acts as resource person to help the learners form interest groups and diagnose their learning needs. In so doing, the facilitator may provide some structure by suggesting kinds of competencies needed to perform various roles or functions, or he may suggest several areas of interest into which learners may wish to group themselves to begin the diagnostic process.

The trainer's (or facilitator's) function in an andragogical activity is to manage or guide the andragogical process itself rather than to manage the "content" of the learning as in traditional pedagogy. The content of andragogical learning must be developed based on the interests of the learners and the needs of the institutions and organizations of which they are a part. While the facilitator need not be an "expert" in the learning content, it is most desirable to have some content knowledge in order to guide the process effectively.

Appendix A illustrates the contrasts between the roles of learners as teachers/trainers in the andragogical and pedagogical processes.

THE LEARNING ENVIRONMENT

Environmental factors either facilitate or disrupt adult learning activities. All kinds of messages are constantly communicated from the physical, human and organizational environments in which we live and work, and most of us have become quite adept at picking up and decoding messages that may be expressed either verbally or nonverbally. A name used to describe this web or network of messages and meanings is "climate."

Learning can be stimulated or blocked by climate factors. Physical discomfort, frustration, anxiety, apathy and indifference all have a negative effect on the learning process while excitement, joy, enthusiasm, humor and comfort facilitate it.

"Climate setting" is the term applied to the process of establishing a suitable learning environment.

Human and Interpersonal Relations

An important concern in the area of climate setting is to create as comfortable a psychological environment as possible. The trainer working with adults needs to recognize that many of the individuals who sign up for a workshop or training course will come with an orientation and set of expectations that may be quite different from the proposed training goals and objectives. This will be true regardless of the care with which the intent of the planned training has been stated in advance, or the extent to which trainees have participated in the planning process.

Those who come for training often have immediate and practical objectives, such as--

-to secure professional advancement

-to increase competence in employment

-to fill an economic motivation

-to retrain for vocational changes

-to learn better ways of doing things

-to gain recognition among peers

-to achieve personal satisfaction

-to get away from the office

-to update knowledge base

-to learn new skills

The trainer must anticipate and be prepared to deal with such motivations and expectations at various levels. Trainees are often not clear about their own reasons for attending or their expectations of results. As a result, the unwary trainer may find himself mystified when, by their actions during the training period, participants reveal unfulfilled expectations that are quite different from those they stated at the outset.

No training design can anticipate all the trainees' motivations for attending. Few trainers, however skilled, can fulfill each expectation of each trainee in the limited time available. Nonetheless, a satisfying training experience is more likely if the trainer carefully creates a climate for learning that is:

- *Non-judgmental*--People and their actions should not be judged as "good" or "bad." The group should look at what happens and try to see why it happened or what made it happen.

- *Respectful of people's feelings and ideas*--People should not fear having their feelings ignored or criticized and should feel they can honestly express themselves as they are, rather than as they think others expect them to be.

- *Accepting*--People should not be made to feel they have to act in a certain way to be included and accepted by the group.

- *Focused*--Everyone in the group should know the training purpose and keep it in mind.

To create and maintain the climate described above, the trainer must behave in ways that demonstrate such a climate for the group. Support people who try things out. Uphold standards when members of the group don't follow them. If someone becomes critical or ignores the feelings of other people, describe what you see happening. Explain your concern about its effect on the group's learning climate. Do not criticize people who criticize; otherwise, your behavior contradicts what you are saying.

Most people bring to meetings with other adults some feelings of anxiety and uncertainty; they need time to become acquainted with those who are sitting near them and to have some experiences of accepting others and being accepted by them. These are the reasons why "warm-up" or "ice-breaker" activities, which often take the form of short games or fun experiences, are helpful in setting climate among people who don't know each other very well. They tend to create laughter, dispel anxiety and to assist people to form a cooperative attitude. (Appendix I-B: Climate Setting Tips, Appendix I-C: Dealing With Problems).

Physical Surroundings

Physical arrangements at the training site influence participation. Fixed auditorium seats, for example, discourage participation and are not suitable for training. Training rooms should have movable furniture that can be coordinated with the design. In addition to movable furniture that can be set up as the design directs, you need to arrange for the following:

- adequate space for all tasks and training activities

- sufficient chairs and table space for all participants

- proper lighting

- sufficient (and quiet) air conditioning and ventilation

- adequate and convenient registration facilities o clearly written directional signs to training rooms

o space for equipment and supplies

o arrangements for meals and coffee breaks

o arrangements for receiving emergency messages

o lodging and meals for out-of-town participants

o convenient rest rooms

o arrangements for physically impaired participants

Audiovisual equipment must be appropriate and in good working order, and the operator must learn how to use it.

Inattention to these items implies a lack of caring that can have a negative effect on the climate for adult learning.

Summary

Since we started this section with a quote from Dr. Malcolm Knowles, it seems appropriate that we end it with another, especially one that knows summarizes the section and leads us so gracefully into the next on assessment of learning needs:

> The important implication for adult education practice of the fact that learning is an internal process is that those methods and techniques which involve the individual most deeply in self-directed inquiry will produce the greatest learning. This principle of ego-involvement lies at the heart of the adult educator's art. In fact, the maint thrust of modern adult-educational technology is in the direction of inventing techniques for involving adults in ever-deeper processes of self-diagnosis of their own needs for continued learning, in formulating their own objectives for learning, in sharing responsibility for designing and carrying out their learning activities, and in evaluating their progress toward their objectives. The truly artistic teacher of adults perceives the locus of responsibility for learning to be in the learner; he conscientiously suppresses his own compulsion to teach what he knows his students ought to learn in favor of helping his students learn for themselves what they want to learn. (Knowles, 1970, p.51)

Appendix I-A

ANDRAGOGY	PEDAGOGY
enabling a learner to discover what he needs	transmission of knowledge to those who don't possess it
concerned with process and content	concerned mostly with content
trainer = enabler/facilitator	teacher = instructor
trainer helps learner decide what they need to learn	teacher, school board, faculty, etc. decide what student needs to learn
oriented mostly to present (related to work, interests, life now)	oriented mostly to future (related to work interests, life after graduation)
requires trusting relationships among trainers and learners	emphasizes authority relationships between teachers and students
uses collaborative relationships among learners	uses competitive relationships among students
trainers and learners are interdependent	teacher is dominant, student is dependent
a helping relationship	a directing relationship
experience of all is valued as resource learning	experience of teacher is valued as primary resource for learning
communication among a community of learners and teachers	communication from teacher to learner, learner to teacher
learner is responsible for his own learning	teacher is responsible for student's learning
learners group themselves according to learning interests	students are grouped by formal criteria

Appendix I-A (p.2)

ANDRAGOGY	PEDAGOGY
problem finding/problem solving	researching knowledge of the past
relatively flexible structure (training design)	relatively fixed structure (curriculum)
transactions are mostly "adult-adult"	transactions are mostly "parent-child"

Appendix I-B

CLIMATE-SETTING TIPS*

There are many techniques for climate setting. Use those that work best for the audience and yourself. Make people comfortable and establish your own credibility in a nonthreatening way. Here are some tips:

*Start the sessions on time. Show participants that this is serious business and that you respect the people who arrived on time.

*Answer the obvious questions. At the outset, announce the location of bathrooms, water fountains, telephones, the length and schedule of the day's session and arrangements for coffee and lunch.

*Establish informality. Before introductions are made, suggest operation on a first name basis. Reinforce it by beginning with yourself and referring to people by name as much as possible. (Use name tags with first names printed in large letters with a felt tip marker so they can be read easily.)

*Be careful about using games, especially for introductions. In games where one person introduces another, often what is learned about the person being introduced is inaccurate and the insights gained about the person making the introduction are negative.

*Be sensitive. Since it is a time of first impressions, be careful about subtleties. If trainees are anxious and easily jarred, they can be turned off by apparently insignificant aspects of appearance and behavior. For example, a trainer who sweeps into the room and begins the session is less likely to go over than one who has talked to the trainees in advance.

*Identify real opportunities for group decisions. You want to communicate your concern for the trainees' thoughts and feelings. In the course of a training session there is room for choice and change. However, if a decision cannot be altered, announce it. For example, if arrangements with a hotel require that lunch for 60 trainees be served at noon, the time scheduled for lunch is not very flexible.

*Clarify the trainer's role. Make it clear that you have a level-headed sense of who you are and what you know and that you assume the group knows more than any single person. This makes their expectations of you more realistic and reinforces their role in every activity.

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*Tiven, Marjorie. Guidelines for Training in Aging. Prepared by NCOA for Office of Economic Opportunity, 1973.

Appendix I-C
DEALING WITH PROBLEMS

Even the best-planned training event can have problems. Some typical problems and ways to deal with them are listed below.

When certain trainees talk too much--generally you can count on the group to take care of them. Set ground rules at the beginning, especially about speaking one at a time and signalling for the floor. Then maintain discipline pleasantly.

When not everyone has participated by talking--make it as safe and comfortable as possible for all participants to speak. If you believe someone needs encouragement, call on him in a way that is not embarrassing--for example, "Joe, do you want to say something just now?" Also, remember everyone needn't talk to participate and learn. It's one thing if trainees are asleep or reading the newspaper and quite another if they communicate their participation and understanding in a nonverbal manner. Check this nonverbal communication for level of understanding.

When some trainees propose the program be altered--find ways to accommodate the trainees while still adhering to a design that has merit. For example, scheduling may be off in the design for this audience. The group could readjust the timing and still perform the planned tasks. In other cases, whole units may be eliminated or alternatives used. A good design should have enough flexibility so that the trainer can adjust it to his own style, as well as to the needs of the trainees.

When participants are not moving as fast as desirable--be patient. Trainees will take in concepts, participate and learn at different rates. Individuals not experienced in participatory training are more likely to move at a slower pace.

When an argument is developing--keep it to a disagreement on issues and prevent a personality conflict. Be sure to highlight the difference of opinion so everyone understands what the disagreement is about.

When something goes wrong--it will be perfectly clear the trainer doesn't know everything! Use every opportunity to draw on the participants' knowledge and skill by asking for help in explaining an issue. When a mistake is made, admit it and ask for the group's help. Such an exchange will be accepted in the nonauthoritarian atmosphere of participatory training.

SECTION II

TRAINING NEEDS ASSESSMENT

Introduction

Adult learners who enroll in a training activity do so from a need to acquire or expand skills and knowledge that will help them to grow professionally, strengthen the organization employing them and enhance personal growth. They have the right to participate, or at least to be represented, in the process that identifies specific training needs and methods to meet those needs. Part of the responsibility of adult educators is to facilitate such participation.

In addition to the potential trainees, other people may need to be a part of the assessment process. They include appropriate people from the state or area agency, the ogranization sponsoring the training and supervisors of potential trainees. Perhaps even representatives of other agencies in the community served by the people to be trained could be valid and valuable resources for identifying training needs of community focal point staff.

In the development of this project, skill needs of senior center and community focal point staff have been identified by surveys of state units on aging, area agencies on aging, senior centers and designated focal points. Based on the information from these sources, a number of modules have been developed for specific skill areas. They make up Section IV of this guide. But it will be the guide users responsibility to identify the specific needs of potential trainees and select the designs and methods to meet those needs.

This section will discuss briefly a number of methods for assessing training needs. Your selection will most likely be based on the time available, accessibility of the participants and extent to which the organizations sponsoring the training have completed their own assessments.

Changes in an organization that might occur when a senior center or other service agency receives a focal point designation may cause training needs to surface. Program staff with a greater responsibility for coordination with other agencies may need to develop or sharpen problem solving or negotiating skills. Managers who may be supervising colocated staff could need supervisory skill development.

Externally produced changes are usually in the form of new or expanded program requirements and, as such, are easily identified. Changes more difficult to spot and, therefore, the training needs that may slip by unnoticed are those initiated from within. Many times they occur as innovative responses to the normal course of program operations or result from a decision to keep pace with the state-of-the-art. A training need is said to exist

> any time an actual condition differs from a desired condition in the human, or people, aspect of organization performance or, more specifically, when a change in present human knowledge, skills, or attitudes can bring about the desired performance. [1]

This definition would largely rule out (as a training need) the problem of employee inefficiency resulting from obsolete or overextended equipment, e.g., information and referral (I&R) employees who can no longer meet spiraling requests for information with existing Rolodex or Cardex retrieval systems. If this problem were to be resolved by procuring the latest microfiche or computer-assisted/CRT display equipment, training of I&R employees could be the most effective way for them to acquire the knowledge and skills needed to operate the new equipment.

Training needs are usually met through highly focused, short-term training intervention designed to upgrade performance and insure that individual employees have the necessary knowledge, skills and abilities to perform at specified levels in their current jobs.

Assessing training needs is a two-step process. The first step involves identifying problems that can be alleviated through training. Since in most cases, the identified training needs will outweigh available resources, decisions must be made as to which needs should be addressed and in what order. The second step, then, is priority setting.

I. Identifying Problems

o Individual Interviews

Due to prior educational experience, most adults are used to having others decide for them what they need to learn. Such experience has been so common that sometimes they need assistance in developing a self-diagnostic attitude. Once adults experience the process of assessing their own learning needs, they prefer it to having others decide their learning needs for them.

Techniques range from simple personal interviews to performance appraisals, competency models (Appendix II-A: Developing Competency Models) or job analysis.

o Group Interviews

Assessing learning needs in groups in which the members help one another to clarify their individual needs and become resources for each other's learning can be a valuable and satisfying experience. Such groups may vary in size and include only potential trainees or be composed of representatives of trainees, sponsoring organization and others concerned with the training outcomes. (Appendix II-B: Group Assessment and Appendix II-C: Modified T-Nipping Process) o Written Diagnostic Instruments

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[1] Robert L. Craig, ed. Training and Development Handbook sponsored by American Society for Training Development (New York City: McGraw-Hill. 1976). Chapter 9.

Devices such as projective or sentence completion questionnaires and organizational or community surveys are helpful. With these methods, it is necessary to report the findings to the population surveyed and respond to the needs generated. Failure to be candid and open with the data collected can generate a level of mistrust that may be difficult to overcome at the beginning or during the training activity.

o Organizational Analysis

As the title implies, this approach advocates conducting a top-to-bottom review of the organization to identify major problems inhibiting accomplishment of the organization's mission.

An advantage is that training intervention strategies are focused toward the accomplishment of specific organizational objectives. Its disadvantage is that it is very difficult to relate training needs identified in this manner to the individual employee level where all training is eventually directed.

o Analysis of Aging Network Indicators

Analyzing developments in the aging field can be helpful both in identifying long-term training needs and in setting training priorities.

Following is a short list of potentially valuable information sources:

Potential Sources	Information Contained
Legislation ● New aging legislation ● Amendments to existing legislation ● Legislation from other fields whose services are provided to the elderly at least in part as a result of aging network sponsorship, e.g., .. Title XX .. SSI .. Legal Aid to the Elderly	● New aging-specific or nutrition programs for which funding is available ● Changes in mandated priority areas ● New aging-related programs for which funds are available from other agencies
Administrative Regulations ● AoA regulations	● Shifts in AoA's emphasis among core service areas
● Regulations of host state agency	● New or modified state service priorities
Advisory Committee Minutes	● Agency-level program priorities ● Problems with operating programs (from which changes can be inferred) ● Changes in committee composition
State Plans (Funding Applications)	● New programs ● Modified approaches to existing programs ● Program funding levels ● Program staffing levels

Potential Sources	Information Contained
Service Provider Reports	● Problems with operating programs .. recommendations for resolving problems .. inferred problem solutions ● Ideas for new service options, new delivery approaches, additional services
Aging Field Periodicals	● New or unusual service delivery techniques ● Alternative ways to deliver the same service
Periodicals and Professional Journals in Related Fields	● New or unusual service delivery ● Alternative ways to deliver the same service

Program Development Handbook for Local Managers in the Aging Network, Center for Public Management.

II. Setting Training Priorities

Perhaps the most important reason for setting training priorities is to establish a framework and provide a supporting rationale for the allocation of presumably scarce resources among competing requirements. Most organizations have neither the financial resources nor the time to address each of its documented training needs. As a result, all training needs must be prioritized--ranked in order of their relative importance or contribution to the attainment of organizational goals and objectives--to ensure that the most critical needs are met first.

Once training needs have been identified, a meeting with the training sponsor(s), representatives of potential trainees and the trainer should be held. At this meeting, set the stage for priority setting by establishing the following:

a. the time that will be committed for the program

b. where the training is to take place

c. what resources will be made available

d. the money (if not already decided) available for hiring consultants, renting special equipment and other costs.

Once agreement has been reached on these commitments, the trainer and sponsor(s) will establish criteria for priority setting.

The following chart is an example of a weighted scale for determining training priorities. Other criteria may, of course, be added.

Criteria	Scale Values		
	3	2	1
1. Impact on mission or objectives of focal points for service delivery	Critical	Important	Nice to have
2. Impact on future mission requirements of focal point	Critical	Important	Nice to have
3. Number of employees needing training	High	Moderate	Low
4. Cost	Low	Moderate	High
5. Time	Short range	Medium	Long Range
6. Importance to management	High	Moderate	Low

Chart #1 Criteria for Determining Training Priorities*
*Adapted from Program Development Handbook for Local Managers in The Aging Network, Center for Public Management for AoA.

Each training need is rated according to criteria established by the group, scores are compiled and priority is assigned. Chart 2 is an example of what the results may look like.

Weighted Score of Each Training Need

Training Need	Score Using Weighted Criteria	Priority Ranking
C	21	1
B	20	2
A	18	3
D	17	4
F	14	5
E	14	6

Chart #2 Weighting of Training Needs*
*Adapted from Program Development Handbook for Local Managers in The Aging Network, Center for Public Management for AoA.

Applying the weighting scale to identified training needs reduces each need to a relative numerical expression of its potential impact on the organization. Priorities are then simply determined by listing each training need in reverse numerical sequence. The need with the highest weight then becomes your first priority as shown in Chart 2. If several needs have the same score, you may wish to add additional "tie-breaking" criteria to your weighting scale until the tie is broken. Three possible criteria to be added to Chart 1 for this purpose are:

- organizational priority assigned to the skill to be learned
- AoA/state priorities assigned to functional service areas
- number of elderly likely to benefit from improved staff performance that results from the training

Once training needs have been identified and priorities established, you can begin to select methods and techniques and design training activities which will most effectively meet those needs.

Appendix II-A

DEVELOPING COMPETENCY MODELS

A valuable technique for discovering (and constantly rediscovering) learning needs is the competency model. To build a competency model, it is necessary to decide first of all what the competency components are for successful or outstanding performance in a particular field or activity. The next step is to determine the present level of competence with regard to each of the competency components. Once accomplished, the gaps between the present level of attainment and the required level become apparent. Awareness of the gap between "what I can do" and "what I want to be able to do" produces a strong motivational pull to close the gap with all deliberate speed.

An example of the process can be demonstrated in looking at potential competency requirements for the position of activities coordinator in a community focal point. The required competencies might be the following:

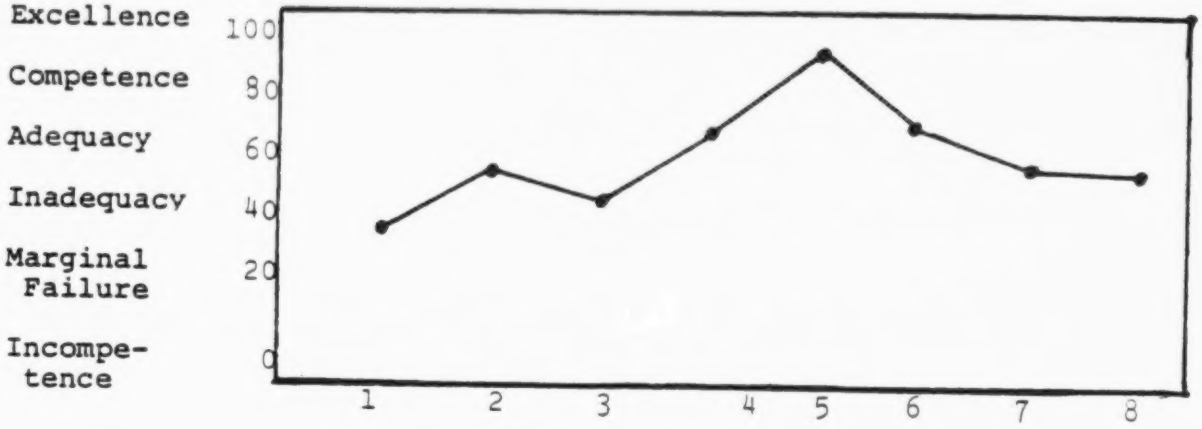
Competence Factors

1. general knowledge of aging and aging process
2. general knowledge of group work
3. ability to work with older persons
4. ability to develop community support
5. ability to speak both Spanish and English desirable
6. ability to keep records and make reports
7. ability to interview clients (counseling skills)
8. supervisory and managerial skills.

A study or task analysis of any position will yield its competency requirements. Once these have been obtained, a competency model can be built, based on the job incumbent's own subjective analysis of his relative competency or present level of attainment (see diagram).

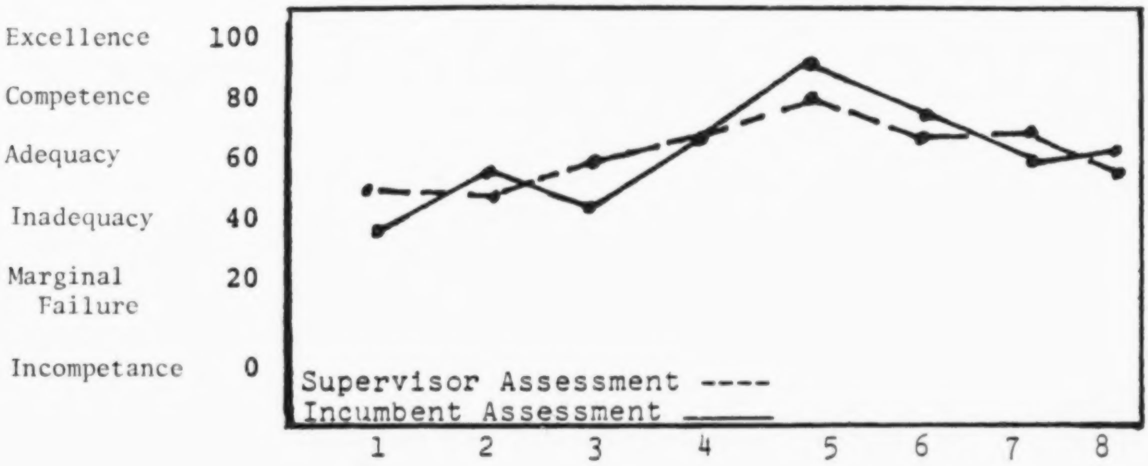
Appendix II-A (p.2)

Relative Competency Assessment Graph



Interesting results are often obtained when a position incumbent and his supervisor or department head prepares relative competency assessment graphs independently of each other and then compare them for a mutual diagnosis of training and developmental needs. Such a combined graph may look something like this:

Relative Competency Assessment Graph
(completed separately by supervisor and employee)



These comparisons can be useful when regarded as the relative subjective perceptions of those completing the forms. The graph is not intended to be evaluative in a judgemental sense but, rather, descriptive of the present level of competence or attainment and an indication of a recognized development or training need. It is helpful to avoid judgements that can produce defensive reactions and demotivation. Many programs that attempt to foster a commitment to goals and objectives get into difficulty when the goals turn out to be the supervisor's goals for the subordinate's improvement rather than the subordinate's goals for his own improvement.

Utilizing competency models in organizations can produce the following effects:

1. a growth of self-diagnosis of training and development needs
2. self-directed planning of personal growth programs leading to greater internal commitment
3. increased feelings of psychological success rather than psychological failure
4. clarification of supervisor and subordinate perceptions of attainment and competence
5. improved bonus and compensation planning
6. an orientation toward a continuing cycle of growth and development with a focus on forward progress rather than judgement

An important consideration to be kept in mind in using competency models is that of the relative time span for reassessments. If the job incumbent and supervisor establish a time frame of three months, the competency model can be reviewed at the end of that period to measure change or growth occurring in the interim. During the time frame, the incumbent must:

First: -assess his/her own learning needs
-formulate his/her learning objectives
-design specific learning activities for self-development

Second:-implement learning activities

These four factors must be clearly spelled out prior to the evaluation phase at the end of the time frame. If the above factors are not specifically implemented, evaluation is not likely to show any change or learning. If they are, evaluation can become a rediagnosis of learning needs at the next highest level of competence or attainment. While supervisory involvement in this process is not to be discouraged, it can be unhelpful and hindering unless it is provided in a coaching or counselling fashion rather than in an authoritative or judgemental way. Learning is not likely to occur unless a person is internally motivated to learn and motivation flows naturally from the job incumbent's personal interest in the job and his own personal development needs, interests and values.

Adapted from A Trainers Guide to Adrogogy., Revised Edition, 1972, U.S. Dept. of Health, Education and Welfare, HCFA, Washington, D.C.

Appendix II-B

GROUP ASSESSMENT*

The following outline provides an example of a 10-step nominal group process used with a group of five to nine people brought together to meet in a single session:

1. A specific question is presented by the group leader: "We have determined that approximately 25% of the homebound elderly in the inner city area of Crabgrass Corners lack good nutrition. What services may be appropriately provided by our agency to alleviate this problem?"

2. Participants take approximately five minutes, working independently, to list as many answers to the question as they can.

3. The leader lists one idea or response from each person on a flipchart or blackboard. This process is repeated until no new ideas are generated.

4. The group leader directs a brief discussion for every nominated item on the list to take up questions, agreements, or disagreements. (Note: Discussion should be oriented toward clarification and elaboration, not argumentation, and the author of any particular item should not feel obligated to defend or explain the item.)

5. Each participant is then asked by the group leader to select independently of other participants five items or responses from the board or flipchart that he or she feels most appropriately responds to the problem or need. Answers are recorded on a 3 x 5 card.

6. Once participants have written the five answers on their cards, they are then asked to rank the five from one (most important) to five (least important).

7. The group leader tabulates the results while participants take a break.

8. Results are discussed by the group, and each participant is encouraged to volunteer discussion of his or her selections and rankings.

Appendix II-B (p. 2)

9. Following discussion, participants are asked to repeat Step 5.

10. The group leader again tabulates and presents results. Another round of discussions is carried on. Steps 5, 6, 7, and 8 are repeated in a round-robin until some consensus or agreement is reached on what services, if any, are most appropriate and which should be considered as part of a desired program of services for addressing the problem or need.

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*From Program Development Handbook for Local Managers in The Aging Network for Center of Public Management for AoA, pp. 74 & 75.

Appendix II-C

MODIFIED T-NIPPING PROCESS*

This process is a group means of organizing a body of information in a priority order (e.g., agency goals or training needs of the group).

1. The process identifies only goals or areas of need, not the specific kind of steps to take.

2. The answers that the participants give are the only ones needed. You, the leader or trainer, may think you have better answers, but, in this case, the participants are right.

Strength: It ensures the unintimidated participation of the entire group.

Weakness: The process may take several hours if the group is large (20 or more) and the list long (more than 15 items).

Steps in Process

1. Each individual to make a list of not more than 10-15 needs or goals.

2. The entire list is written on newsprint taped to walls. It is important to use the exact wording of the individuals.

3. The entire list is reduced by the group to less than 15 categories.

4. Each individual then lists the categories in order of importance to him. (The group may need to be reminded of what is included in a category.)

5. The processor records the number of votes for each category, based on a show of hands.

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*Devised by Robert Curry, Regional Training Officer, OEO Mid-Atlantic Region, adapted here from Training by Objectives: A Participant-Oriented Approach, by Fredric Margolis, McBer and Company, June 1970.

SAMPLE GRID FOR 15 PARTICIPANTS

Priorities	1	2	3	4	5	
15 Leadership Skills	1^{1}	1^{2}	2^{6}	6^{24}	5^{25}	58
15 Case Management	8^{8}	6^{12}	0^{0}	1^{4}	0^{0}	24
15 Supervisory Skills	2^{2}	2^{4}	5^{15}	4^{16}	2^{10}	47
Public Relations Techniques 15	1^{1}	0^{0}	3^{9}	3^{12}	8^{40}	62
15 Linking Mechanisms	3^{3}	6^{12}	5^{15}	1^{4}	0^{0}	34
	15	15	15	15	15	

6. The processor computes the results:

   a. Multiply the number of votes in each box by the priority number and record the results in the upper right-hand corner of each box.

   b. Then add these numbers horizontally.

   c. The lowest total constitutes the highest priority --case management, linking mechanisms, etc.

CAUTION: The processor must be sure there are not more votes than voters - double check vertically and horizontally (in this case the number of participants is 15).

SECTION III

TRAINING TECHNIQUES

Introduction

In Section II it was pointed out that adult learners tend to learn in response to their own needs, interests and values. In designing educational activities for adults, then, it is helpful if we avoid an inclination to design the "content" of someone else's learning and concentrate instead on using our training skills to assist others in achieving their own learning goals. When we do, we are more likely to be seen as a helping resource by the learning community rather than as a teacher, and, in this way, our help is likely to be sought more frequently.

This section will discuss a variety of techniques that can assist the trainers to design activities in which adults can feel comfortable and learning can take place.

The Training Team

Sometimes one trainer will be totally responsible for conducting a training session. At other times, a training team is necessary, depending on the training program's duration and number of trainees. Here is an example of one team with each member's roles and responsibilities:

Lead Trainer. This person is head of the training team. His/her role is to manage all aspects of the training event, including planning for delivery of training and for training style. The lead trainer delegates responsibility to other team members on the basis of individual capability, assures that delegated tasks are performed and supports all team members to maximize their contributions. The lead trainer assures that the training site is appropriate.

Co-trainer. Checking on the readiness of facilities, supplies, equipment and materials before training begins is the co-trainer's task. The primary responsibility, however, is to be a second set of eyes for the lead trainer during training; that is, the major role is one of support. While the lead trainer delivers various units of the training package, the co-trainer should constantly assess the participants' response by checking the manner in which instructions are interpreted, content material received and tasks carried out. The co-trainer should find ways to communicate with the lead trainer, giving signals to indicate time elements and other previously arranged items. The co-trainer may take the role of lead trainer for specified training activities.

Assistant to the Trainers. In a nutshell, this person should be a second set of hands to the person conducting training. The assistant should ensure that all training materials and tools are distributed at the correct time during training. In order to assist the trainers, this team member must be present during all training units -- not covering a registration desk or telephone, delivering messages or running errands.

Evaluator. This team member observes and records what happens in terms of previously determined items. Pacing, timing and continuity of the unit, interest level of participants and clarity of instructions are some of the areas for observation. In all cases, the evaluator determines whether stated objectives are met and sometimes whether unstated objectives are met.

Expert or Resource Person. It is the training team's responsibility, specifically the lead trainer's, to orient all experts or resource people participating in training. Written guidelines must be prepared and provided for their functioning. The more specific you are, the better their understanding of the role and the better their preparation. Guard against experts and resource people who want to be "on top" rather than "on tap".

Decide which person is responsible for each aspect of the preparations and the role each will assume in the session. Make certain there is no confusion about who is the training team, the lead trainer and the sponsor.

Know the audience. Make a roster of participants for the session, including what they do and their agencies or organizations. After registration, just before training begins, check to see who is actually there.

A designated training team member should get to the site a day in advance and ensure that arrangements for facilities, equipment, supplies and materials are satisfactory. Here is a "day before" checklist.

1. Are training rooms, lunch and coffee arrangements made?
2. Is all equipment rented or purchased, delivered and in working order?
3. Do you know how to operate the tape recorder, movie projector or other equipment, or do you have someone who does?
4. Do you have all supplies and materials?
5. Do you have any questions on procedures?
6. Is everyone clear on his/her role?

Training Team Preparation. Nothing is more important than being thoroughly familiar with the design. Sometimes the trainer who conducts the training may have had little to do with preparing the training design.

In such cases, it takes extra effort to "get inside" the design -- i.e., to understand the participants' roles, functions, needs and problems, the specific objectives and the purpose for each task in relation to the specific objective. In short, the trainer should feel as if he/she "owns" the design as if it is his/hers.

Sometimes being familiar with the design is not enough. There may be aspects that need practice. It could be helpful to run through certain units or tasks that are complicated or new to the trainer.

OPTIONAL TECHNIQUES

Good training can be the most exciting and stimulating experience a group can share--a time when trainers and participants through a back-and-forth sharing, experience a real "high". Each is reluctant for the sessions to end.

Poor training, on the other hand, can be a crashing bore--a waste of time for trainers and participants.

Staff of focal points do not have time or money to waste on poor training. Therefore, this section is designed not only to familiarize trainers with the variety of techniques built into the design but also to encourage the development and use of options in the delivery of the training.

Good trainers have standard techniques that "work" for them and a "bag of tricks" from which they can draw when needed. As trainers you have a sense when things are not going well and you need to reach into that bag and pull out one of those tricks that will move the group forward. Take each training goal and think of anything you can, no matter how unusual, that might help the people you will be working with to achieve that purpose. Don't back away from new ideas. The more creative you can be, the more likely you are to hit on something just right for the particular group you're working with. If you have gathered the information on training needs carefully, your thoughts about what training methods might work are the most useful guides you have to coming up with a good training plan. If there is more than one trainer, brainstorm together.

Small Groups

When an exercise calls for breaking into small groups, use a variety of techniques to assure composition of groups change for optimum benefit. You may:

-have participants number off
-draw numbers from a hat
-search for partners who have words that complete a sentence, etc.

Be creative and add a little fun to the process--especially when the session might be dragging, after lunch or near the end of the day.

In each small group you will need a recorder to put the group's input on paper and a reporter (they may be the same) to report back to the total group.

Small group reporters generally do a good job at reporting back--other group members are always encouraged to add to the report.

The trainer's role then becomes one of "processing" the information, making it usable to participants. Trainers do this by making mental or written notes during the reports of appropriate questions to ask or comments or clarifications. It is also appropriate to summarize by asking questions such as, " How does this fit with ----?" or "How do we make sure the ----?" You may also appropriately suggest alternatives-- Ex: "Have you ever thought about this----?"

The value of the small group exercise is sharing of the information by the participants and processing of that information by the trainers. It is not enough for the small groups to go through the exercise. Some application of the information is necessary.

Action Plan

If the design calls for an Action Plan, it is crucial to the application of the training to "back home" practice. It is the action that each participant plans to take when he is back on the job in order to implement his objectives.

If the participants are not the decision makers in their agency, it will be necessary to include, as the first step in the plan, sharing with agency executives and revisions, if needed.

Problem-solving Exercise

It is possible to have prepared problems for small groups to solve. If trainers permit participants to develop a problem or problems that they have identified, the exercise will be more relevant to their needs. Be sure that you review with the group the steps in the problem-solving process:

- identify the problem
- develop the alternatives
- select the appropriate alternative
- develop an action plan
- implement the plan
- evaluate the results

The group then may be assigned to follow the steps in coming up with a solution.

Brainstorming

This is a method for generating ideas as part of a planning or problem-solving process. It can be done by an individual but works best in groups of six to 12 persons. Larger groups may be subdivided and their output combined later.

Ground rules for brainstorming:

1. Write down every idea. It may be usable now or later.

2. Don't criticize or prejudge any ideas, including your own. Say anything you are thinking. Write down everything.

3. Let your imagination go. The wilder the idea, the better. It may stimulate more and better ideas.

4. Try to produce as many ideas as you can, as fast as the recorder can write them down.

5. Look for ways to combine or improve ideas already recorded. List them as new ideas.

6. Allow the process to continue as long as necessary, or you may wish to set a time limit in advance.

Using the results of brainstorming

1. List the criteria for selecting usable ideas, which may include:

   appropriateness--compatibility with the purposes or goals of the organization

   applicability--likelihood that it will achieve desired results

   availability of resources--staff, time, money, space

2. Ask the group to identify which ideas meet all the criteria listed. Mark them.

3. Ask the group to rank the ideas that have been marked. (This can be done by consensus or by show of hands.)

4. Make a final list in order of the ranking.

5. Save the original lists. Some of the ideas may become practical in the future or may stimulate other new ideas at a later time.

Role Play

Role playing is one of the most enjoyable techniques and one of the most valuable for skills practice. Role play can be very structured with clearly defined roles written for each player, or it can be spontaneous when a trainer says to participant, "I am a program director. You are the chairman of the advisory council. I come to you and say ..... . What is your response?"

The secret of good role play is establishing a climate in which participants feel "safe" enough to participate. If the trainer is truly a helper, an enabler, with a demonstrated accepting attitude, role plays become effective tools. Don't forget that participants must have the freedom to make a mistake and not be judged or criticized for it. Preparation for role playing should be based on the idea that the exercise is supposed to focus on the skill and not necessarily solve the problem posed by the role playing situation.

Before a structured (or semi-structured) role begins, have participants enroll by telling what role they are assuming and describing the situation being acted out. Following the role play, participants de-role themselves by repeating their own name and real life role. This process helps participants, as well as the players, engage in and disengage from role plays.

Failure to engage causes confusion during the role play; failure to disengage may cause the role player to carry the "role" for the balance of the session. Example: There have been times when someone playing the negative role has almost been ostracized from the group for the balance of the session because of a well-played role. Doing the role play in small groups of three or four eliminates the possibility of anybody being "on stage."

Group Discussion

When the design calls for group discussion, try to include all the group. Some participants tend to be shy or to "let George do it." Encourage them to contribute. Having first names (in large print) on cards helps a trainer to say, "Alice, what has your experience been?" Respect their choice not to respond, however, and do not pressure those who are reluctant. A group discussion is not a forum for any one person (including the trainer) to expound at length on the topic.

Leader-guided Discussion

When time is very limited and you have a specific goal to reach quickly, the trainer can guide the discussion direction by asking pre-planned questions that will lead to the goal.

Lecturette

A brief lecture is used only when new concepts or specific content are introduced. Lecturing is generally the least desirable training method. Be brief and to the point. Refer participants to sections of the readings where they may obtain more information, or give them pre-reading assignments and use the lecturette to summarize the information in the readings.

Flip Chart

Flip charts are effective if they add to the discussion. They should be solid and not wobbling - with large easel pads. (If you specify easel pads, you won't end up with 12 x 18 newsprint.) Prepare ahead of time the items you know you will need, i.e., goals and objectives of unit, specific tasks, steps in a process. You can locate them easily with a masking tape tab. Many trainers paper the walls with pages from the flip chart. It helps save time to have small pieces of tape torn and fastened by a corner to a handy place. Caution: Be sure the wall will not be damaged by masking tape and that if you write on paper after it has been taped to the wall, that the marker does not 'bleed' through the paper and damage the wall.

Use of Handouts

Hand out only specific material that will be used for the session in progress. Handing out pieces of paper is disruptive and should be kept at a minimum. Participants begin reading the paper as soon as they have it in hand and do not hear what the trainer is telling them to do with it. Give your instructions first orally or on a flipchart or overhead.

Sharing Information

This is valuable, though limited, time needed for all participants. If two or three participants, who by virtue of length of time on the job or a need to demonstrate repeatedly their expertise, attempt to turn sharing time into a "show-and-tell", the trainers must tactfully but firmly limit such a tendency. Suggest that those who want more information about a particular problem obtain it during break or meal times.

Bridging

When moving from one activity to another, or one unit to another, it is important to connect them so everyone clearly understands the relationship. You bridge a new day's activities by recalling what the previous day accomplished and how the group is ready to move on. In the same way, it is important that you bridge units and activities within units so they are seen as parts of the whole.

Processing

Information which may flow during the course of a discussion, or may be the feedback from a training exercise, must be made useful to participants to avoid wasted time. This activity is called processing. The trainer may suggest how to apply the knowledge or skill just gained or may ask "How can you use this information back home?" Eliciting participant response encourages them to begin translating information/skill into useful tools.

OTHER TRAINING TECHNIQUES

The appendices that follow give overviews of the variety and value of training methods and techniques.

Appendix A
Training Techniques

TECHNIQUES	DESCRIPTION	ADVANTAGES	LIMITATIONS
Lecture or lecturette	Leader giving information to group.	Quickest way to impart information.	Lacks opportunity for trainee participation.
Reading	Assigned reading may or may not include follow-up discussion.	Participants have a consistent base of information from which to work.	Some participants may not complete reading assignments.
Audio-Visual presentation	Prepared presentation-usually followed by group discussion.	Systematic, clear presentation of information and issues. Provides basis for discussion.	Difficult to find presentations to fit the ideas you want to cover, and development can be costly.
Small Group activities	Small group workshops which follow a general presentation and feeds back to the total group.	Can consolidate knowledge and experience of several participants to the benefit of the total group.	Takes more time to design to assure productiveness.
Panel Discussions	Formal presentations by several 'experts', usually followed by questions and answers.	Allows group to hear and question several persons.	Leader does not always know what panel will say-difficult to manage.
Role Playing	Allows participants to assume a role and present a situation to the group for discussion.	Roles can be specifically created to fit each situation. Can be fun and lighten the mood. Important technique for skill practice.	Can be threatening to some participants. Takes time to develop, deliver and discuss.

Appendix A (page 2)
Training Techniques

TECHNIQUES	DESCRIPTION	ADVANTAGES	LIMITATIONS
Question-and-answer period	A block of time set aside for participants to ask questions of the leaders or each other.	Permits clarification or expansion of variety of topics which interests them. Good wrap-up technique.	Leaders must be able to think clearly on their feet. Give correct information or get back to participants with correct information. Nothing written.
Freetime	Unstructured time when group and leaders can decide how best to spend it.	Allows participants to play decision-making role that will maximize their learning opportunities.	Can be wasted time if not really needed or properly quided.
Case Study	Structured exercise in which group examines a case-history and offers one or more solutions.	Encourages participants to draw on their own backgrounds or knowledge and skills to help solve the problem.	Preparation of relevant cases can be very time consuming.
Self-evaluation	Permits participant to critique his own "performance".	Builds in safety factor for the individual participant.	Limits the feedback.
Peer Evaluation	Encourages group to feed constructive suggestions to participant.	Consolidates ideas from various backgrounds and experiences.	May threaten participant if not kept positive.
Trainer Evaluation	Trainer is asked to provide feedback on individual performance.	Permits timely reinforcement of concepts and content	Sets trainer up as the only expert. Limits feedback.

Appendix A (page 3)
Training Techniques

TECHNIQUE	DESCRIPTION	ADVANTAGES	LIMITATIONS
Workshop	Group meets with specific tasks to complete.	Group takes some concrete solutions to "back-home" problems. Allows maximum participation with group members.	Participants may come with different expectations and hidden agendas.
Brainstorming	Participants toss out ideas. Leader writes down everything. No discussion or development of ideas.	Gain maximum number of ideas in minimum time.	Limited number of ideas may be helpful. Requires follow-up to refine.
Role Reversal	Participants assume a role opposite to their usual one in order to gain better understanding of another person's position.	Safe forum for discussing feelings and solving problems.	Leader must know how to help the players if they get into stressful situations.
Action Plan	Participants prepare written action plans for application of skills or knowledge.	Have a "product" at conclusion of the session. Encourages transference of learning to situations.	Time consuming. Different styles-have no control over content.
Individual Presentation by Participants	Participants are assigned a part on the program with time to prepare. Present to group and answer questions.	Provides opportunity to develop individual skills.	May be difficult for some individuals. Difficult to control the content and time.

Appendix A (paqe 4)
Training Techniques

TECHNIQUE	DESCRIPTION	ADVANTAGES	LIMITATION
Leader-guided Discussion	Through a planned series of questions the group reaches for planned objective.	Maximum participation Conversation seems to flow naturally toward objective.	Must be well-planned.
Recreation	After-hours time to spend with other participants.	Builds a sense of togetherness - Allows time for free exchange of information in an informal relaxed setting.	Sometimes seen as unnecessary waste of time. Some folks need "alone" time.
Games	Structured activities which have a learning objective.	Adds variety and spice. Can be good ice breakers.	Must be well-planned and to the point. Can be time consuming.
Buzz Sessions (groups)	Small groups meet for short time to discuss topic or perform a task, i.e., developing one or two questions to present to a speaker.	Reduces size of group or amount of information into manageable units.	Technique can be used only for a very simple task. One or two people can easily dominate a buzz group.
Colloquy	Three or four persons represent the group, and three or four represent the resources. Participant representatives question the "expert".	Questions can be raised that will clarify information for the proup or express group concerns.	Aggressive persons can use this for ego-tripping. Resource persons sometimes don't like this technique.

Appendix III-B

AUDIO VISUAL AIDS

Videotape

The new advances in videotape equipment make videotape an invaluable observation tool for analyzing and improving group work. Meetings may be recorded and played back for diagnosis and replays may be obtained to look at individual verbal and nonverbal behavior. The tapes can stop the action at any point for comment and discussion.

Instructional Films

There are many excellent training films available today that may be useful in stimulating further inquiry, opening up particular topics and as input material to supplement experiential practice and discussion.

Tape-recording

This method provides a verbatim record of a group's discussion progress and development. Tapes may be edited to focus on particular problems for analysis and observation. They may also be used for research on group activity. There are many other uses, including supplementary data input, but one caution is recommended: Be sure to obtain permission to record before you begin.

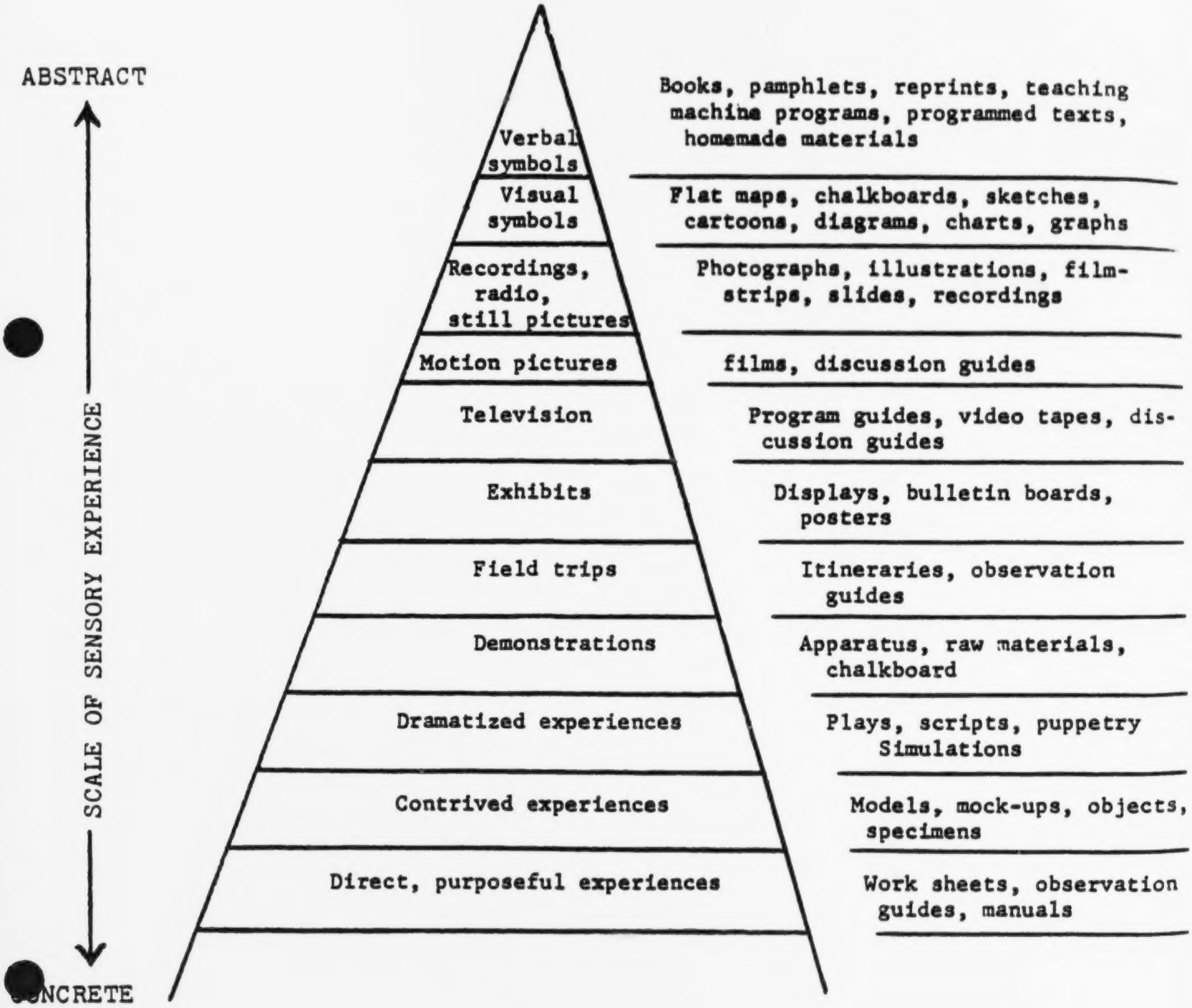
Newsprint, Overhead Projectors, Chalkboards

These devices make possible the immediate visual presentation of data, ideas, models, diagrams, and may easily be erased or supplemented as the need arises. When collecting reports or collating learnings after an exercise, use of these devices can be very helpful. They are also helpful in recording data produced by groups so individual members can see their own contributions and be reminded of the valuable contributions of others.

Appendix III-C

Dr. Malcolm Knowles' cone of experience (Knowles, 1970) here compares a number of devices by level of abstraction. Films, slides, tape recorders, videotape cameras, chalkboard, newsprint, overhead projectors are all examples of audiovisual aids mentioned above. Along with others (identified in the chart), they provide a sensual focus to training, providing the audience with a common experience, problem or topic that can be integrated into a learning design. Such devices should not be used merely because they are available or as gimmicks.

Cone of Experience


ABSTRACT
SCALE OF SENSORY EXPERIENCE
CONCRETE
Verbal symbols
Books, pamphlets, reprints, teaching machine programs, programmed texts, homemade materials
Visual symbols
Flat maps, chalkboards, sketches, cartoons, diagrams, charts, graphs
Recordings, radio, still pictures
Photographs, illustrations, film-strips, slides, recordings
Motion pictures
films, discussion guides
Television
Program guides, video tapes, discussion guides
Exhibits
Displays, bulletin boards, posters
Field trips
Itineraries, observation guides
Demonstrations
Apparatus, raw materials, chalkboard
Dramatized experiences
Plays, scripts, puppetry Simulations
Contrived experiences
Models, mock-ups, objects, specimens
Direct, purposeful experiences
Work sheets, observation guides, manuals

Appendix III-D

TRAINING ROOM ARRANGEMENTS

The arrangement of a training room is important to what happens in that room. In deciding how to arrange a room, consider what activities will take place and how people need to move about. Hotels will generally set up the room for you, but you must be very specific about how you want it done.

Trainers always arrive early, anticipating that the room will have to be rearranged.

Look at the room in terms of where the door is located so seats can be faced away from the door, if possible, to minimize interruptions.

Look at the light sources. Many hotel meeting rooms do not have outside windows but do have high ceilings with dim lights. Do not hesitate to ask personnel if there are lamps or other supplementary lights available.

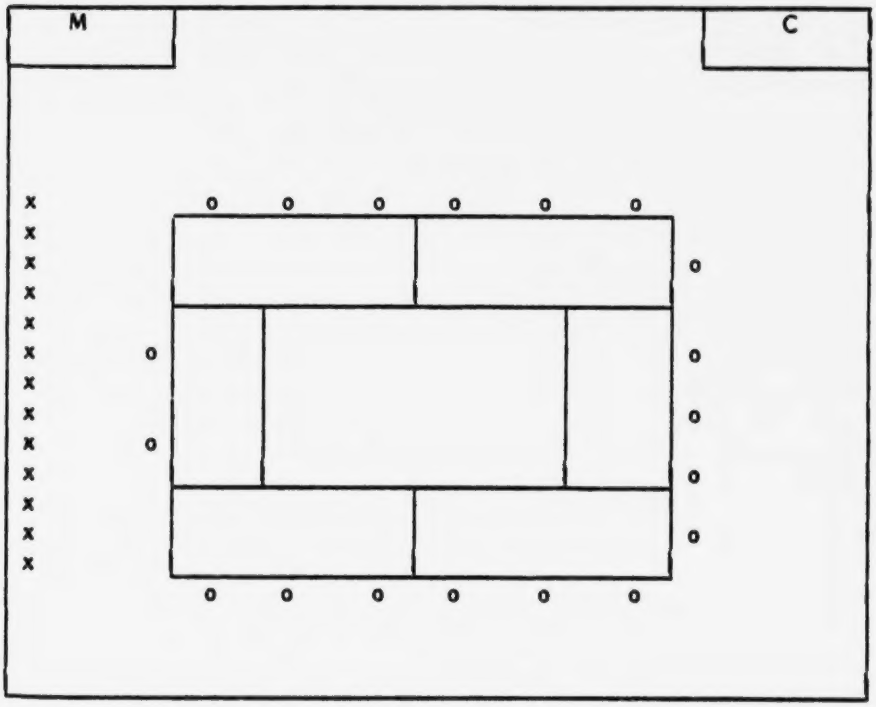
Consider the size of your group and how you can create a warm climate, a feeling that will contribute to group development. Move the group as close as you can without crowding unnecessarily.

The attached charts are suggested room arrangements based on a room 30' x 40', using 8' tables. The scale is 1/10th inch to a foot. Advantages and disadvantages for each arrangement are listed.

M = materials table
C = coffee table (if available)
xxx = placement of blackboards or flip charts
--- = optional additional table space

A. CLOSED CIRCLE

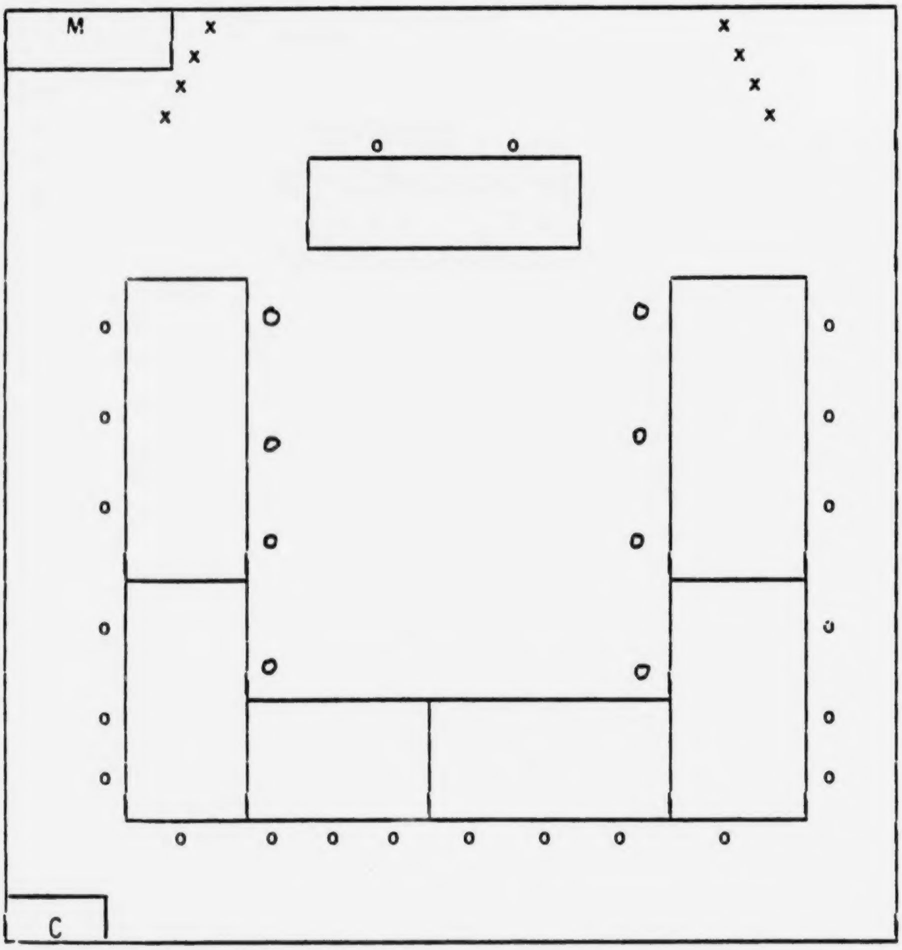
Capacity 15-17



Advantages	Disadvantages
- creates good climate of togetherness	- trainers cannot move among participants
- space around the room to move chairs for even smaller groups	- will accomodate only limited participants; adding more tables moves people very far apart
- not a crowded room	- some may feel too cozy
- good visability for all participants	
- maximizes group interaction	
- trainers are more a part of the group	

B. HORIZONTAL U

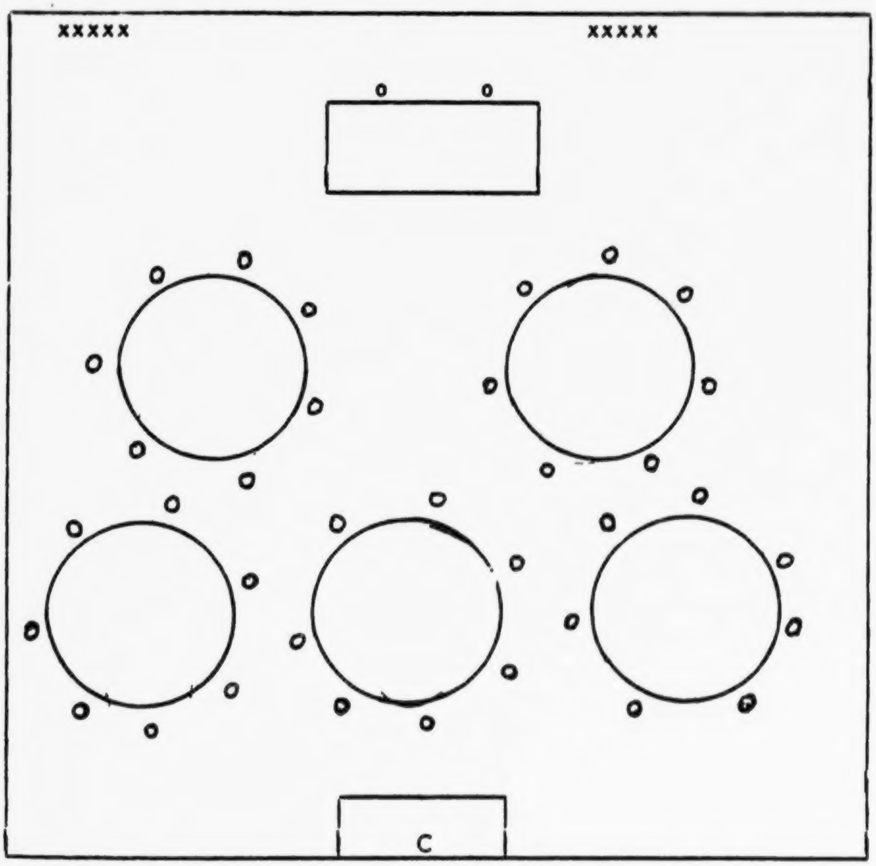
Capacity 20 - 28



Advantages	Disadvantages
- open to allow trainer to move freely among participants	- participants tend to relate most with those on either side
- good visability for all participants	
- facilitate group interaction	

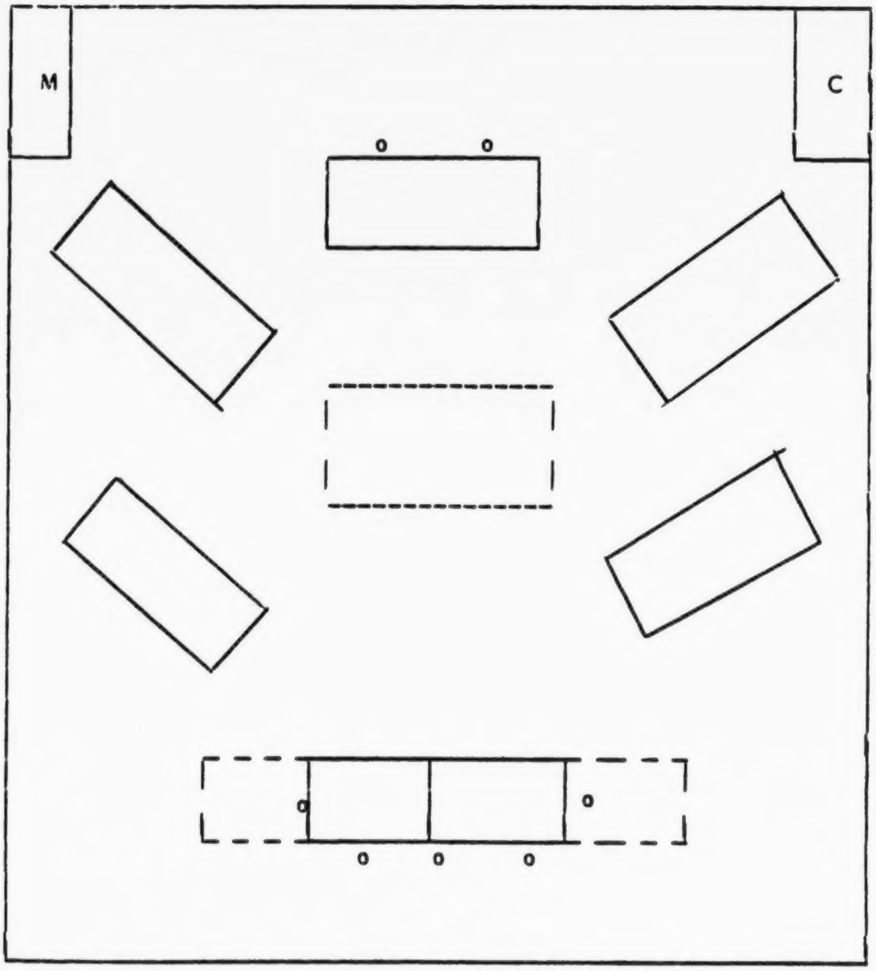
E. ROUND TABLES

Capacity up to 50



Advantages	Disadvantages
- accomodates more participants	- unless moved around participants relate to small group
- facilitates small group sessions	- poor visibility for some participants
- trainers can move freely among the participants	- constant repositioning to view AVs can be disruptive
- an interesting and different arrangement	
- best for breakfast or luncheon meetings	

F. CHEVRON (modified) Capacity 30 - 40



Advantages	Disadvantages
- accomodates larger group	- could be somewhat crowded
- good visability	
- allows trainers to move freely among participants	
- different and interesting arrangement	

Section IV

MODULES

INTRODUCTION

This section contains fourteen modules that were developed in response to identified skill needs of senior center and community focal point staffs. Each module has a general information page that identifies the purpose and objectives of the module and lists the handout and transparency masters that are included. These masters may be copied as needed for training activities. The material on the transparency masters may be put on newsprint if overhead equipment is not available.

The information page also gives references to pertinent parts of the resource manual. Its referenced material may be used to assign pre or post reading to training participants. It could also be used by the trainer to develop introductory lecturettes for the modules.

Once the participants training needs have been assessed, selected modules can be presented in a variety of formats. For example, an intensive two or three day event could be planned to include several of the modules. As an alternative, a schedule of regular weekly or monthly meetings could be developed during which one skill area is presented at each meeting. This is an especially effective training format for several reasons. One is the difficulty that many people have in getting away from their centers or agencies for several days at a time. The other is that concentration on one skill at a time increases the chances that new skill will be implemented in the work situation. The participants' experiences can be shared at the next session and the trainer can provide reinforcement and follow-up.

A variety of methods are included in the modules. Refer to Section III, Training Techniques, for discussions and tips on the use of these methods.

Topic Area: Community Focal Points for Service Delivery to Older People

Purpose: The purpose of this module is to introduce the concept of community focal points.

Objectives: By the end of this session the participants will:

1. Be familiar with the language in the '78 Amendments to the Older Americans Act and the '80 Regulations regarding community focal points.
2. Identify 7 characteristics and components of community focal points.

Audio-Visual Equipment and Materials

Overhead Projector

Transparencies - Definition of Community Focal Point
Tangram (optional)

Flannel Board with Tangram pieces (optional)
Envelopes containing tangram pieces

Room Arrangement - optional

Time Required - 1 hour

*Trainers note: This module has been designed as an introductory exercise. If another climate setting technique is used, the trainer may want to modify the first exercise and use some other method of forming groups.

Resource Manual Reference
Introduction pp. iii-v

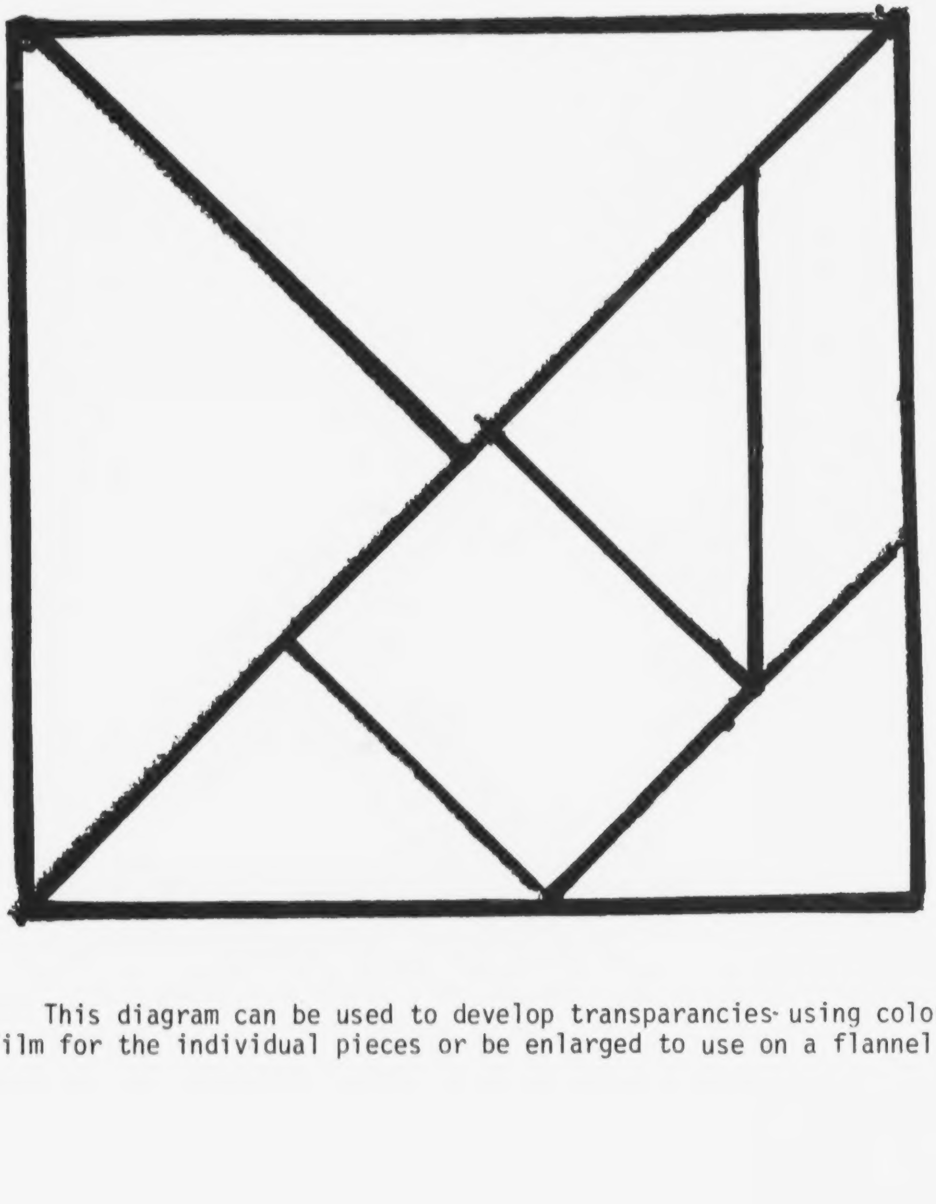
Time	Method	Content
20 min.	Ice Breaker	Have participants find someone they either do not know or know only slightly, introduce themselves and share information about their jobs, their objective for the workshop and anything else they wish in 5 minutes.
		At the end of 5 minutes, ask participants to expand their group by adding another pair and share again. In addition, at this time have them agree on one or two important characteristics or components of a community focal point for service delivery to older people.
	Write characteristics on newsprint; tape on wall and say that this will be referred to in a later exercise.	Explain that they should choose a leader to introduce the group and give the characteristics they selected.
40 min.	Introduce exercise; (ask them to stay in their newly formed groups)	
		The 1978 Amendments to the OAA contained a new requirement that each "designate, where feasible, a focal point for service delivery in each community to encourage the maximum colocation and coordination of services for older individuals..."
		This requirement has been the cause of much activity and some confusion in the aging network.

Time	Method	Content
	Display transparency: "Definition of community focal point"	"Here is how the 1980 regulations define community focal point for service delivery." Refer to list from 1st exercise and compare and discuss similarities and differences. "We are going to design the "perfect" community focal point."
	Demonstrate tangram	"This is an ancient Chinese puzzle called a tangram. On each piece is written a component of a community focal point from the definition in the '80 Regulations. Although the design is in a square here, note that each piece is separate and can be moved to create a different design." (Demonstrate)
	Small Group Exercise	Give each group an envelope containing tangram pieces.* Tell them that they will have 20-25 minutes to design a community focal point. Each group will then demonstrate and explain its design. *Option-You may give them blank pieces and ask them to write components from the list the group composed on them. All groups should have the same seven components, however.
	Group Reports	Have a representative from each group come up and put that group's design on the flannel board or overhead and explain the reasons for placement of the pieces. Each group will come up with a different design.
	Discussion	"Which do you think is the best design?" Elicit a response that indicates that all of the designs are good. Make the point that just as the tangram is not static and there is no "right" answer to the puzzle, the communities served by community focal points are dynamic and varied and there is no "right" configuration. A configuration that works in one community may not be appropriate for another; in fact a configuration that is right for a community at one point in time may not be so later as the community changes. It is the responsibility of those who provide services in a community to develop a community focal point that is dynamic and flexible enough to meet the needs of that community.

THE COMMUNITY FOCAL POINT IS A FACILITY LOCATED WITHIN A DEFINED COMMUNITY WHICH PROVIDES OLDER PERSONS WITH THE MAXIMUM DIRECT ACCESS POSSIBLE TO THE SERVICES AVAILABLE WITHIN THAT COMMUNITY.

FEDERAL REGISTER VOL. 45, NO. 63, MONDAY, MARCH 31, 1980, P.21137

Community Focal Point Concept
Tangram Diagram



This diagram can be used to develop transparancies using colored contact film for the individual pieces or be enlarged to use on a flannel board.

Skill Area: Boards and Committees

Purpose: The purpose of this unit is to increase the effectiveness of participants in committees and other task-oriented groups by introducing them to the concept of role functions in groups and by increasing the range of role functions they can identify and perform.

Learning Objectives: By the end of this session, participants will be able to:

1. Identify roles of boards and committees, especially as distinguished from roles of staff.
2. Define "task roles" and "group maintenance roles" and explain the importance of each to an efficient and productive committee.
3. List at least three behavioral examples of (a) task roles, (b) group maintenance roles, and (c) both group task and maintenance roles.
4. Observe and identify specific types of roles behaviors in committee meetings and other work

Handouts:

Handout #1--Small Group Exercise

Handout #2--Roles and Responsibilities of Boards, Councils, Committees, Administrator, and staff

Handout #3--Role Functions in Committees and other Task-Oriented Groups

Handout #4--Role Play Instructions: Grant Application Committee

Handout #5--Role Play Observation Guide: Role Play Observation Chart

Audio-Visual Equipment:

Easel with flipchart, masking tape, a felt-tipped marker.

Room Arrangement:

Optional until role play. For role play, place a table and five chairs in front of participants.

Time Required: 3 hours

Resource Manual Reference: Unit II, Section 3
Unit III, Section 5
Unit IV, Section 1

TIME	PROCEDURE	CONTENT
5 min.	Introductory lecturette	Explain that focal point operations require the functioning of two basic types of groups: governing and advisory bodies, and administration and staff. Generally, the governing and advisory bodies are mechanisms through which the broader community exercises authority and demonstrates interest in relation to the focal point it supports through tax or voluntary dollars. The administrator and staff implement the policies of the governing and advisory bodies by carrying out the operation of the focal point.
15 min.	Group discussion to elucidate the differences between the two types of groups	Describe the differences between the two types of groups by asking the following questions: 1.Who chooses: - The Board of Directors? - The Advisory Council? - The Participant Council? - The administrator? - The staff? 2.To whom is each of the above accountable? 3.Which of the above use committees to perform their functions?
20 min.	Small group exercise to determine the roles of each type of group Distribute Handout #1	Divide the participants into 4 working groups. Assign each group one of the following topics: - Board of Directors - Advisory Council - Participant Council - Administrator and Staff Ask everyone to read the general role statements at the top of the handout, and answer any questions. Explain that the list of specific functions is scrambled. Each group is to work together to determine which functions are the responsibility of the structure which it was assigned.

TIME	PROCEDURE	CONTENT
15 min.	Large group discussion	Ask each group which functions it chose. In cases of discrepancies, discuss the dilemma in the group and come to a decision. (The correct answers are: 1. B of D 2. A & S 3. PC 4. AC 5. B of D 6. AC 7. B of D 8. A & S 9. PC 10. B of D 11. A & S 12. A & S 13. B of D 14. AC 15. A & S 16. PC 17. A & S 18. A & S 19. AC 20. B of D 21. A & S 22. A & S 23. B of D 24. A & S 25. AC 26. AC 27. A & S 28. B of D 29. A & S)
	Distribute Handout #2	Tell the participants that Handout #2 contains information on the roles and responsibilities of the board of directors, the advisory council, the participant council, and the administrator and staff. The handout is for their future reference.
5 min.	BREAK	

TIME	PROCEDURE	CONTENT
2 mins.	Introductory Lecturette	Explain that the purpose of this unit is to explore ways to increase the effectiveness of participants in committees and other work groups. Explain that this unit is based on the belief that an efficient and productive group must provide for meeting two kinds of needs--what it takes to do the job (task roles) and what it takes to strengthen and maintain the group (group maintenance roles). Explain that by the end of this unit, the participants will have a very clear idea of the many different options they have in playing these two kinds of roles. And that, as a result, they should be much more effective as leaders and as members of any task-oriented group they belong to.
2 mins.	Seek responses on work groups that participants belong to.	Ask how many participants work completely alone? How many now work in at least one committee or some other type of work group? Ask for a few examples of committees or work groups that participants are now involved in.
2 mins.	Comment on simple typology of committees and work groups	Based on these responses, point out that a simple typology of work groups/committees would include (1) whether they have ongoing functions (e.g. an ongoing personnel committee) or specific, time-limited functions (e.g. an ad hoc committee to prepare a

TIME	PROCEDURE	CONTENT
		grant application that will dissolve when its work is done), (2) type of membership (e.g. staff, external advisory committee, staff/volunteer, etc.). But the one common characteristic of every committee and every work group is that it's in business to accomplish some task.
2 mins.	Lecturette on types of roles in a work group	Whenever you're working with a committee--no matter what you're working on--there are three types of roles you can be playing:
	Display flipchart with three categories of roles	(1) Task Roles (2) Group Building and Maintenance Roles (3) Combination: Both Group Task and Maintenance Roles Let's take them one at a time.
10 mins	Display flipchart with definition of Task Roles	TASK ROLES (functions required in selecting and carrying out a group task)
	Brainstorm types of Task Roles	Read the definition of "task roles" on the flip chart and ask participants what that means in everyday terms. What are the things you can do in a group to make progress on a task? Record their responses on the flip chart.
	Display flipchart with eight (8) examples of task roles (see A. on Handout #3)	Go over the 8 types of task roles on the flip chart. Emphasize areas that participants included in their brainstorming. Where appropriate, give concrete examples or ask participants to give a

TIME	PROCEDURE	CONTENT
		concrete example (e.g. "What does it mean in #2, 'to seek information'? You're doing that anytime you ask a question. Anytime you ask somebody to explain what they just said. . . .")
	Emphasize obvious importance of Task Roles	Ask why these task groups are so important to any work group or committee? (Because by definition they include everything that involves moving the group toward completion of its task.) Tape flipchart sheet to wall.
10 mins.	Display flipchart with definition of Group Building and Maintenance Tasks	Move on to next category: GROUP BUILDING AND MAINTENANCE ROLES (functions required in strengthening and maintaining group life and activities)
	Brainstorm types of Group Building and Maintenance Roles	Read definition of Group Maintenance Roles on the flip chart. Ask participants what kind of roles that would include. Record their responses on flip chart under definition.

TIME	PROCEDURE	CONTENT
	Display flipchart with five (5) examples of Group Building and Maintenance Roles (see B. on Handout #3)	Go over 5 types of Group Maintenance Roles on the flipchart. Again, emphasize any areas that participants included in their brainstorming. Where appropriate, give or ask participants to give concrete examples.
	Emphasize importance of Group Maintenance Roles	Ask participants if they think the Group Building and Maintenance Roles really are important to an effective work group? If needed, use prompts such as: o How much does it matter whether people in a group encourage each other? o How important is it to do "gatekeeping" to make sure everyone participates? o What happens if a group is weak in this area? (possible answers: group can fall apart; members can lose interest; can miss potentially valuable contributions of some members, etc.) Point out that often Group Maintenance Roles are considered to be the leader's responsibility. Other members sometimes don't pay attention to these roles. Explain that they are the responsibility of all members. If your work group needs Group Maintenance, you should pitch in, regardless of whether you're a"leader"or not.
		Tape flipchart sheet to wall next to sheet with Task Roles.

TIME	PROCEDURE	CONTENT
10 mins	Display flipchart with 5 examples of "Both Group Task and Maintenance Roles" (see C. on Handout # 3)	Move to final category with 5 examples of "BOTH GROUP TASK AND MAINTENANCE ROLES." Explain there are some things we do in a work group that serve both functions--they both help accomplish the task and help to maintain the group. (Do not brainstorm types of role this time; go directly to explanation off of flipchart.) Give or have group give concrete examples of each one (e.g. "What's an example of 'testing for consensus?' It could be, 'Does everyone agree that we should try X?").
	Check for participants' understanding of the three categories	Ask if anyone has any questions. Does everyone understand? Before moving on, attach flipchart sheet to wall.
	Distribute Handout #3 "Role Functions in Committees and Other Task-Oriented Groups"	Distribute Handout #3. Explain that this handout includes a summary of the three kinds of task categories as listed on the three flipchart sheets.

TIME	PROCEDURE	CONTENT
2 mins.	Transition to Role Play	Explain that as participants increase their familiarity with the options under the three categories, and as they become better able to use them when they will help move the group forward, they will become more effective members of committees and other work groups. Point out, though, that the sheer number of options can seem overwhelming. One important step in becoming more familiar with them is to practice observing what goes on in a group, to learning to recognize various options when they are used. Explain that the group is now going to have a chance to practice doing just that.
		SET UP ROLE PLAY
3 mins.	Set up Role Play	1. Explain that you are going to ask a volunteer subgroup to role play a work group and the rest of the participants to make systematic observation. 2. Arrange participants in a semicircle around a table with five chairs.
10 mins.	Distribute Handout # 4 "Role Play Instructions: Grant Application Committee"	3. Select five volunteers and give them Handout # 4 Assign each of them one of the five roles on the handout. You may also suggest personal styles that they may use. One might tend to

TIME	PROCEDURE	CONTENT
		be a compromiser. Others may be somewhat timid, forceful and aggressive, etc. Go over their roles with them until they understand them. Feel free to add details to the situation as needed. Explain that the meeting will last ten minutes. The discussion has been going on all day and is scheduled to continue for another hour.
10 mins.	Distribute Handout #5 "Role Play Observation Guides"	4. Distribute Handout #5 to the remaining observors. Divide them into groups of around 5-7. Assign each group either the Problem Solving or the Role Observation Guide. Have them choose a reporter. Explain that you will call out the time at three minutes intervals. When, for example, you say "three minutes," the Problem Solving group makes its ratings. Since the Role Observation group makes continuous

TIME	PROCEDURE	CONTENT
		ratings, they are simply to move to the second column whey you call out the three minute time.
10 mins.	Conduct Roleplay	5. Instruct the role players to begin, announce the time intervals to the observing subgroups, and stop the discussion among the role players after 10 minutes. 6. Allow the subgroups five minutes to reach some sort of consensus after the role playing is stopped.
30-40 mins.	Process Role Play	6. Process the role play: ● Have the role players "de-role." Address them by their real names. Have them briefly discuss how the group could have better handled its task without the constraints given to them with their roles. ● Have a reporter from each subgroup discuss their observations in turn. Encourage full discussion of each report from other subgroups and the role players. Comparisons should be drawer between the two types of observations and their usefulness.

TIME	PROCEDURE	CONTENT
10 mins	Summary	Pose the question: What does this (the role play and the whole unit) teach us about group process? Encourage full discussion.

SMALL GROUP EXERCISE

General Role Statements

Board of Directors

The governing board of a focal point, or of an agency of which a focal point is a subunit, is responsible for the effective operation of the center. It has the authority and responsibility to carry out a number of important functions.

Advisory Council

An advisory group differs from a board of directors in that it does not have the authority to determine policy or make direct decisions about the operation of the focal point. An advisory council is responsible for advising the board of directors concerning the operation and program of the focal point.

Participant Council

An important principle in the operation of a focal point is the inclusion of participants in the decision making process. This is best achieved by including participants in the membership of boards, councils and committees. It is also accomplished through a participant council composed of individuals representative of the focal point's constituency.

Administrator and Staff

The administrator and staff carry out the operation of the focal point. Tasks may be performed by different persons or may be combined in the job description for a single person or the administrator.

List of Specific Functions

In the blank preceding each function below, note which group has the responsibility for performing the function.

B or D = Board of Directors
AC = Advisory Council
PC = Participant Council
A + S = Administrator and staff

____ 1. Determines the purposes and functions which the focal point will perform

____ 2. Coordinates individual services (information and referral, individual counseling, outreach, interpretation of individual needs assessment, health screening, health referral)

____ 3. Makes available to board and staff the experience and knowledge of participants

____ 4. Evaluates the focal point's program and operation, and reports findings to the board

____ 5. Provides a physical facility in which the focal point will provide many of the activities and services which are its program

____ 6. Recommends to the board changes in the focal point's policies or practices, based on needs assessment and evaluation

____ 7. Secures funds for the operation of the focal point and approves a budget which will control the use of those funds

____ 8. Recruits, trains, schedules, and supervises volunteers

____ 9. Guides development of the focal point's program to meet the concerns participants are most knowledgeable of

____10. Participates in the community's planning processes to be sure the focal point functions as a part of the total community effort

____11. Performs office services (typing, duplicating, filing)

____12. Performs maintenance and housekeeping

____13. Reviews the operation of the focal point to be sure it is carrying out the purposes and policies

____14. Informs the board about current needs and concerns of older persons in the focal point's service area

____15. Informs the board about current needs and concerns of older persons in the focal point's service area

_____ 16. Provides opportunity for participants to continue to use leadership skills, and to acquire new skills and knowledge

_____ 17. Maintains accounting and bookkeeping

_____ 18. Coordinates nutrition education and counseling, operation of Title III-C nutrition program, meals on wheels, or congregate meal program

_____ 19. Develops and maintains linkages with other community agencies which plan to provide older person services

_____ 20. Interprets the focal point and its purposes to the general public

_____ 21. Coordinates group services (planning, scheduling, and supervision of social activities, recreation programs, educational programs, classes, etc.)

_____ 22. Provides in-service training

_____ 23. Establishes the policies which will guide the day to day operation of the focal point

_____ 24. Oversees program implementation

_____ 25. Interprets the needs of older persons and the purposes and program of the focal point to the general public

_____ 26. Provides expertise to assist the staff in the oepration and program of the focal point

_____ 27. Contributes information to the board for purposes of formulating policy

_____ 28. Employs an executive or administrator and gives him or her the necessary authority to carry out the operation of the center according to the purposes and policies approved by the board

_____ 29. Serves as resource on status of current programs and gaps in service

ROLES AND RESPONSIBILITIES OF BOARDS, COUNCILS, COMMITTEES, ADMINISTRATOR AND STAFF

I. The boards, councils, and committees which constitute the policy making part of a focal point's organizational structure have differing responsibilities and functions.

A. Board of Directors

The governing board of a focal point, or of an agency of which a focal point is a subunit, is responsible for the effective operation of the center. It has the authority and responsibility to carry out a number of important functions:

- to determine the purposes and functions which the focal point will perform
- to establish the policies which will guide the day to day operation of the focal point
- to secure funds for the operation of the focal point and to approve a budget which will control the use of those funds
- to provide a physical facility in which the focal point will provide many of the activities and services which are its program
- to employ an executive or administrator and to give him or her the necessary authority to carry out the operation of the center according to the purposes and policies approved by the board
- to review the operation of the focal point to be sure it is carrying out the board's purposes and policies
- to interpret the focal point and its purposes to the general public
- to participate in the community's planning processes and to be sure the focal point functions as a part of the total community effort.

B. Advisory Council

An advisory group differs from a board of directors in that it does not have the authority to determine policy or make direct decisions about the operation of the focal point. An advisory council is responsible for advising the board of directors concerning the operation and program of the focal point. This can include these important functions:

- informing the board about current needs and concerns of older person in the focal point's service area

- evaluating the focal point's program and operation, and reporting findings to the board
- recommending to the board changes in the focal point's policies or practices, based on needs assessment and evaluation
- developing and maintaining linkages with other community agencies which plan or provide older person services
- providing expertise to assist the staff in the operation and program of the focal point
- interpreting the needs of older persons and the purposes and program of the focal point to the general public.

An advisory council can be very important to the effective operation of a focal point when the "board" is far removed from direct oversight of the focal point (e.g. a city council or commission), and responsible for many agencies and programs.

C. Participant Council

An important principle in the operation of a focal point is the inclusion of participants in the decision making process. This is best achieved by including participants in the membership of boards, councils and committees. It is also accomplished through a participant council composed of individuals representative of the focal point's constituency. A participant council can

- guide development of the focal point's program to meet the concerns participants are most knowledgeable of
- make available to board and staff the experience and knowledge of participants
- provide opportunity for participants to continue to use leadership skills and to acquire new skills and knowledge.

D. Committees

Governing boards, advisory councils and participant councils often carry out a great deal of their work through committees. These smaller groups usually focus on an area of responsibility smaller than the total scope of the larger group's work. They also draw upon knowledgeable and interested persons from outside the larger body, and thus expand its capabilities.

Certain committees are important to the work of a governing board. They include:

- Executive Committee--usually the primary officers of the board, plus chairpersons of major committees. Sometimes the executive committee has its own chairperson; sometimes the board chairperson chairs the committee too. This committee maintains a close relationship to the focal point between meetings of the board, and can make decisions when quick action is needed.

- Finance Committee--prepares the focal point budget, develops policies to control financial practices, and reviews financial reports of focal point operations.
- Program Committee--develops program goals, oversees program planning and implementation, evaluates program.
- Building Committee--oversees operation of the focal point's physical facilities, develops plans for maintenance and repair, and, when needed, reviews plans for alteration or expansion and construction.
- Fund Raising Committee--provides guidance to the process of securing funding for the focal point's operation.
- Community Relations Committee--supervises the focal point's relations with other agencies in the community and with the general public, including arrangements for colocation of services and public relations.
- Personnel Committee--guides the selection of the focal point administrator, oversees his or her work, and develops and reviews personnel policies and practices.

Advisory councils and participant councils also have committees to deal with some of these functions, depending on the breadth of their responsibilities.

Ordinarily committees do not act directly on their own authority. The responsibilities of a particular committee are determined and spelled out by the "board" which created it. Usually committees deal in greater depth with a specific area of assigned responsibility, and report their findings and recommendations to the larger board or council for action. Sometimes the "Board" will delegate to the committee authority to implement its own recommendations. It always does so subject to the review of the parent board.

II. Administrator and Staff
  A. Administrator - Appointed by and responsible to board
    1. Oversees program implementation
      a. Recruits, trains, and motivates staff
      b. Aids in development of innovative programs
    2. Contributes information to the board for purposes of formulating policy
      a. Serves as resource on potential funding
      b. Serves as resource on participant needs
      c. Serves as resource on status of current programs and gaps in service

d. Assists board in resolving problems

3. Is responsive--though not accountable--to participants (Note that participants can have input for administrator by participating on the board or on the participants' council.)

B. Staff (These tasks may be performed by different persons or may be combined in the job description for a single person or the administrator.)

1. Coordinates group services (planning, scheduling, and supervision of social activities, recreation programs, educational programs, classes, etc.)
2. Coordinates individual services (information and referral, individual counseling, outreach, interpretation of individual needs assessment, health screening, health referral)
3. Coordinates nutrition education and counseling, operation of Title VII nutrition program, meals on wheels, or congregate meal program
4. Recruits, trains, schedules, and supervises volunteers
5. Provides in-service training
6. Performs maintenance and housekeeping
7. Maintains accounting and bookkeeping
8. Performs office services (typing, duplicating, filing)

COMMITTEES

HANDOUT #3

ROLE FUNCTIONS IN COMMITTEES AND OTHER TASK-ORIENTED GROUPS

The members of any efficient and productive group must provide for meeting two kinds of needs--what it takes to do the job (task roles), and what it takes to strengthen and maintain the group (group building and maintenance roles).

A. TASK ROLES (functions required in selecting and carrying out a group task)

1. *Initiating Activity:* proposing solutions, suggesting new ideas, new definitions of the problem, new attack on the problem, or new organization of material.
2. *Seeking Information:* asking for clarification of suggestions, requesting additional information or facts.
3. *Seeking Opinion:* looking for an expression of feeling about something from members, seeking clarification of values, suggestions, or ideas.
4. *Giving Information:* offering facts or generalizations, relating to one's own experience to the group problem to illustrate points.
5. *Giving Opinion:* stating an opinion or belief concerning a suggestion or one of several suggestions, particularly concerning its value rather than its factual basis.
6. *Elaborating:* clarifying, giving examples or developing meanings, trying to envision how a proposal might work if adopted.
7. *Coordinating:* showing relationships among various ideas or suggestions, trying to pull ideas and suggestions together, trying to draw together activities of various subgroups or members.
8. *Summarizing:* pulling together related ideas or suggestions, restating suggestions after the group has discussed them.

B. GROUP BUILDING AND MAINTENANCE ROLES (functions required in strengthening and maintaining group life and activities)

1. *Encouraging:* being friendly, warm, responsive to others, praising others and their ideas, agreeing with and accepting contributions of others.

2. *Gatekeeping:* trying to make it possible for another member to make a contribution to the group by saying, "We haven't heard anything from Jim yet," or suggesting limited talking time for everyone so that all will have a chance to be heard.

3. *Standard Setting:* expressing standards for the group to use in choosing its content or procedures or in evaluating its decisions, reminding group to avoid decisions which conflict with group standards.

4. *Following:* going along with decisions of the group, thoughtfully accepting ideas of others, serving as audience during group discussion.

5. *Expressing Group Feeling:* summarizing what group feeling is sensed to be, describing reactions of the group to ideas or solutions.

C. BOTH GROUP TASK AND MAINTENANCE ROLES

1. *Evaluating:* submitting group decisions or accomplishments to comparison with group standards, measuring accomplishments against goals.

2. *Diagnosing:* determining sources of difficulties, appropriate steps to take next, analyzing the main blocks to progress.

3. *Testing for Consensus:* tentatively asking for group opinions in order to find out whether the group is nearing consensus on a decision, sending up trial balloons to test group opinions.

4. *Mediating:* harmonizing, conciliating differences in points of view, making compromise solutions.

5. *Relieving Tension:* draining off negative feeling by jesting or pouring oil on troubled waters, putting a tense situation in wider context.

D. TYPES OF NONFUNCTIONAL BEHAVIOR

From time to time, more often perhaps than anyone likes to admit, people behave in nonfunctional ways that do not help and sometimes actually harm the group and the work it is trying to do. Some of the more common types of such nonfunctional behaviors are described below.

1. *Being Aggressive:* working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others.

2. *Blocking:* interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration.

3. *Self-Confessing:* using the group as a sounding board, expressing personal, nongroup-oriented feelings or points of view.

4. *Competing:* vying with others to produce the best idea, talk the most, play the most roles, gain favor with the leader.

5. *Seeking Sympathy:* trying to induce other group members to be sympathetic to one's problems or misfortunes, deploring one's own situation or disparaging one's own ideas to gain support.

6. *Special Pleading:* introducing or supporting suggestions related to one's own pet concerns or philosophies, lobbying.

7. *Horsing Around:* clowning, joking, mimicking, disrupting the work of the group.

8. *Seeking Recognition:* attempting to call attention to one's self by loud or excessive talking, extreme ideas, unusual behavior.

9. *Withdrawal:* acting indifferent or passive, resorting to excessive formality, daydreaming, doodling, whispering to others, wandering from the subject.

In using a classification such as the one above, people need to guard against the tendency to blame any person (whether themselves or another) who falls into "nonfunctional behavior." It is more useful to regard such behavior as a symptom that all is not well with the group's ability to satisfy individual needs through group-centered activity. People need to be alert to the fact that each person is likely to interpret such behaviors differently. For example, what appears as "blocking" to one person may appear to another as a needed effort to "test feasibility." What appears to be nonfunctional behavior may not necessarily be so, for the content and the group conditions must also be taken into account. There are times when some forms of being aggressive contribute positively by clearing the air and instilling energy into the group.

E. IMPROVING MEMBER ROLES

Any group is strengthened and enabled to work more efficiently if its members:

1. become more conscious of the role functions needed at any given time;

2. become more sensitive to and aware of the degree to which they can help to meet the needs through what they do;

3. undertake self-training to improve their range of role functions and skills in performing them.

From NTL/Learning Resources Corp., *Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa* (Revised and Expanded Edition), Nylen, D., Mitchell, J., and Stout, A., pp. 67-70, 1967.

COMMITTEES

HANDOUT #4

ROLE PLAY INSTRUCTIONS: GRANT APPLICATION COMMITTEE

You are a member of a five-person committee trying to agree on a submission to the State Title XX Agency for $20,000 in Title XX funds. The submission is to be prepared by a coalition of local community agencies. After an intensive all-day meeting with your fellow committee members, you have now reached a point of trying to decide exactly on what the focus should be in the Title XX application.

Members of the Committee

1. *The Chairperson:* You are John Trimble, the Director of the Breckenridge Senior Center, a community focal point agency. You believe that the priority for this grant application should be based on "the number of people in need of service (not currently being served)." Based on this, you believe that the key areas needing emphasis are, in order:

   Transportation
   Physical Health Services
   Welfare/Income Maintenance
   Personpower/Income Supplement
   Meals and Nutrition Needs

2. *You are Ellen Sazzman,* Director of Planning, Breckenrige Memorial Hospital. You believe there is only one priority that makes any sense: "the intensity or critical nature of the need." Based on this, you believe that the key areas needing emphasis are, in order:

   Physical Health Services
   Welfare/Income Maintenance

Transportation

Psychological Services

Personpower/Income Supplement

Housing Services

3. *You are Adrian Bishop*, Director, United Community Services. You believe that $20,000 is a very limited amount of money, and it has to go where it can get the greatest possible effect. You think that the area of focus in this grant application should be based on "its effects on all the needs of the community." Based on that, you think the most important areas for emphasis, in order are:

Transportation

Physical Health Services

Welfare/Income Maintenance

4. *You are Jerry England*, Director, Stephens County Recreation Commission. You believe that the committee should be practical and base its priority on "ease of implementation,"--what's the easiest thing for us to do. Where will it be easiest for us to implement any program. Based on this, you think the priority areas are, in order:

--Recreation

--Information and Referral

--Meals and Nutrition Needs

--Education

5. *You are Jane Feen*, Director of the Breckenridge Foster Grandparents Program. You are here to make sure that Foster Grandparents does not get shortchanged in this meeting. You will support whatever priority or person seems best in this regard.

COMMITTEES

HANDOUT #5

ROLE PLAY OBSERVATION GUIDES

ROLE OBSERVATION CHART

ROLES	0	3'	6'	9'
Task Roles				
Initiating activity				
Seeking information				
Seeking opinion				
Giving information				
Giving opinion				
Elaborating				
Coordinating				
Summarizing				
Group Maintenance Roles				
Encouraging				
Gate Keeping				
Following				
Expressing group feeling				
Task and Group Roles				
Evaluating				
Diagnosing				
Testing for consensus				
Mediating				
Relieving tension				

Give each member of the group being observed a letter, as A, B, C, and so on. Clarify each statement made into one or more of the roles listed. Write the letter of the speaker every time a role is identified.

There is a time scale at the top so that the letters can be put down in appropriate time sequence.

Handout #5
Page 2

COMMITTEES

ROLE PLAY OBSERVATION GUIDES

PROBLEM SOLVING

0 3' 6' 9'

	1 2 3 4	1 2 3 4	1 2 3 4
How well did the group stick to its job?			
How clearly did the group understand its problem?			
How well did the group get information?			
How well did the group use the information?			
How well was the procedure for working planned?			
How well did they test for agreement?			
How well did they accomodate for differences among members?			

At the end of 3', 6', and 9', you are to rate the discussion group on each of the seven categories according to the scale.

Skill Area: Case Management

Purpose: The purpose of this module is to examine the process of case management for older clients, with an opportunity to practice the coordination of multiple services.

Objectives: At the end of this session, participants will be able to:

1. Define case management and its goals
2. Identify the types of client problems which can be handled by case management
3. Identify the steps in the case management process
4. Use the case management process to coordinate multiple services for a hypothetical client

Materials for Distribution:

1. Goal and Objectives
2. How to Develop a Case Plan
3. Guidelines for Case Recording
4. Case Studies

Audio-Visual Equipment:

Easel with newsprint, markers

Room Arrangement: Optional

Time Required: 3 hours

Resource Manual Reference: Unit III, Section 3

TIME	PROCEDURE	CONTENT
5 min.	Introduction	Briefly introduce this session by stating its goal and defining the following two terms: "Case Management" is the process which coordinates multiple services for individual clients. A "case" is a bureaucratic term for the client who requires services.
15 min.	Partner exercise to determine participant expectations.	Ask the participants to pick a partner. Ask each pair to come up with a list of their expectations for this session, i.e., what would they like to accomplish in this session?
	As the lists are read, record them on the flipchart.	After 5 minutes, ask one person in each pair to read the list which they developed.
10 min.	Distribute Handout #1	Review the handout of objectives, discussing it in relation to the list of participant expectations. Point out, in light of the time available for this session, which expectations can and cannot be met.
5 min.	Lecturette on the goals of the case management process	Emphasize that each "case" represents a person. Describe the goals of case management:
	Write the key words on the flipchart	• To facilitate access to a complete range of needed care; • To facilitate choice of the most appropriate service alternatives for the client's unique conditions and concerns; • To ensure the integrated delivery of services to each client; and • To ensure periodic review of the appropriateness of the service being provided.
15 min.	Brainstorming to determine types of problems which can be handled by case management	Ask the participants to come up with the types of problems which clients might have which can be handled by the case management process.
	List their responses on the flipchart	Responses should include: • A problem which is vague or ill-defined • A complex problem • A potential need for services from several providers

(continued)

TIME	PROCEDURE	CONTENT
		(continued) ● A set of circumstances which make it difficult for the client to continue to live at home ● A problem where the service considered could interfere with the exercise of the client's civil rights ● A need for personal advocacy ● A need for intense intervention and follow-up ● A need for infrequent intervention
10 min.	BREAK	
15 min.	Group discussion on the steps in the case management process Distribute Handout #2	After distributing Handout #2, discuss and clarify the five points, answering any questions.
95 min.	Small group exercise in case management Distribute Handout #3	Ask the participants to divide up into five working groups. Each group will be given a case study and 45 minutes to develop a case management plan for it. Tell the participants to use Handout #3 as a guide for developing their plans. Briefly discuss the handout and the product.
	Distribute Handout #4 Visit each group from time to time to ensure that they are proceeding well.	Give each group a different case study, and tell them to begin. One person in each group will record their plans. Note that when they are discussing resources, they should identify resources based on their own communities. After 45 minutes, ask a representative from each group to present its plan to the entire group. Ask for feedback on each plan.
10 min.	Session summary	Summarize the session by focusing on: ● The goals of case management ● The steps in the case management process

GOAL AND OBJECTIVES

Goal: The purpose of this session is to examine the process of case management for older clients and to practice the coordination of multiple services.

Objectives: At the end of this session, participants will be able to:

1. Define case management and its goals
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Case Management
Handout #2

HOW TO DEVELOP A CASE PLAN

I. IDENTIFY PROBLEMS

1. obtain necessary information
2. review information
3. determine implications, difficulties indicated

II. ASSIGN PRIORITIES

1. group problems
2. assign priorities to problems after considering the following factors
    a. urgency of need
    b. your perspective on priorities
    c. client's perspective on priorities
    d. feasibility of solution
    e. time factor
    f. supervisory input

III. SELECT COURSE OF ACTION

1. develop course of action for each problem or group of problems
2. consider the following factors
    a. problems assessment
    b. client's perspective on solution
    c. worker's limitations
    d. client's strengths and weaknesses
    e. previous efforts to resolve problem
    f. available resources (agency's and client's) and referrals
    g. supervisory input

IV. ESTABLISH SERVICE CONTRACT

V. DETERMINE FOLLOW-UP PROCEDURE

1. decide who to contact
2. select type of contact
3. decide when to contact (frequency)

Source: Rosenthal, Seymour J., Training Manual for Agencies Serving Older Adults, Center for Social Policy and Community Development, Temple University, Philadelphia.

Guidelines for Case Recording

1. Be sure your case recording is:
   - a. clear
   - b. brief
   - c. specific
   - d. accurate
   - e. notes significant information only
   - f. maintains client confidentiality

2. When stating client problems:
   - a. list each problem separately
   - b. state the problem only; do not include symptoms of problem (manifestations)
   - c. do not include impressions, diagnosis, or solutions

   Remember a problem is a troublesome situation (socio-emotional, financial, health, etc.) which a client can not cope with satisfactorily.

3. Impressions include:
   - a. qualities or characteristics of client, environment, or family relationships
   - b. attitudes, opinions, beliefs of client, family, or significant others
   - c. assessment of overall situation (i.e., fair, poor, critical or improving, stable, worsening)

Source: Rosenthal, Seymour J., Training Manual for Agencies Serving Older Adults, Center for Social Policy and Community Development, Philadelphia: Temple University.

Be careful that impressions are objective, significant, and valid.

4. Findings are factual or concrete information relevant to a case, such as:
   a. financial status
   b. health/physical limitations
   c. social history (occupation, education, hobbies/interests, facts about family)
   d. housing, etc.

5. Diagnostic thinking is your hypothesis on the cause(s)/reason(s) underlying the problem(s) or need(s) of the client based upon your impressions and/or findings, and possible solutions.

   Be certain your diagnoses are reasonable, logical, and have some basis.

6. "Action taken" includes:
   a. steps already implemented
   b. immediate or short range plans (high priority)
   c. temporary solutions

   It should be clear to what problem/solution the actions listed relate.

7. Recommendations are:
   a. long range plans (low priority)
   b. solutions which require considerable time to implement

8. Narratives should report only the most significant information about a client contact and exhibit the qualities listed in #1. The following kinds of information should be included:

   a. type of contact
   b. date
   c. nature of or reason for contact
   d. new needs/problems
   e. findings - new or changes
   f. impressions - new or re-evaluated
   g. diagnosis - additional, amended
   h. actions taken by client
   i. services provided
   j. next steps
   k. new recommendations

CASE STUDY #1

John Jones is 69 years old. Due to years of employment not covered by Social Security, he is now receiving only $72 per month minimum benefits plus a $37 monthly VA pension. Pride will not allow him to move to subsidized housing, use food stamps, etc. He is living in a cold, damp trailer which he owns on a small lot at the edge of town. The trailer has cold water only, piped in from a neighbor's well. He has no indoor plumbing.

John has one child, a son, living several hundred miles away. He sends John a bus ticket each year at Christmas so he can visit over the holidays.

John walks each day to the corner gas station which stocks a few groceries. There he buys a few canned goods, what he needs for himself and his dog. The trip to the store appears to be his only social contact.

The owner of the station gave John's name to the outreach worker.

Case Management
Handout #4

CASE STUDY #2

Jane Doe is 58 years old, recently widowed, and has always been a homemaker. She is healthy and would like to work but does not feel she has any skills to offer an employer. Her husband was a good provider while he was alive but did not believe in insurance. Jane receives $176 per month survivor's benefit from her husband's retirement plan and $50 per month rent from a one-room apartment over her garage.

She owns her home, which is larger than she needs, but it's home and she does not want to sell it. Her three children have not been told of her financial problems. She has come to the focal point for companionship. An intake interviewer discovered other needs.

CASE STUDY #3

Mr. John Wilson is 83 years old and lives with his daughter and granddaughter at home. He has lived with his daughter for 15 years. Mr. Wilson has cancer of the prostate gland. He is also an amputee and blind, and has had two heart attacks since he stopped working. His daughter doesn't want to place her father in a nursing home even though her father is 100% disabled and needs around-the-clock assistance. His cancer is arrested; however, he recently became quite hill. Both the daughter and granddaughter work. He does not have adequate health insurance. He has medicaid and is receiving social security. The daughter has some strong feelings about putting her father away and is gravely concerned about how to meet his needs more adequately. With all of this, the granddaughter is also concerned about her mother's health in taking care of her grandfather.

Case Management
Handout #4

CASE STUDY #4

Mrs. Sarah Johnston is 63 years old and lives in a very poor section of a large urban area. Her housing situation is very bad and she is looking for housing. Mrs. Johnston lives alone and her only companion is her dog. She is prisoner to her apartment because of her fears of being attacked in her dark halls or on the elevator, which seldom works. Mrs. Johnston has heard that in senior citizen housing you cannot have a dog in your apartment. Since her husband's death some years ago, her social contact has lessened considerably. She would like to have better housing conditions, but also desires the continued companionship of her dog.

Case Management
Handout #4

CASE STUDY #5

Mr. and Mrs. Michael McCluskey live in a New England town. Mr. McCluskey is 66 years old, a recent retiree, and an alcoholic. He also has a heart condition and a very bad liver. Once a month when he receives his check and food stamps, he spends all of the money on alcohol.

As a result of this behavior, his wife goes from agency to agency collecting food and whatever financial assistance she can get for their home situation. His wife has medical problems which have been aggravated by his drinking and spending their financial resources. On several occations they have been threatened with eviction notices. The stress of this situation has caused the wife to consider seriously what she should do since her medical problems have not been helped by her husband's drinking problem.

Skill Area: Interviewing

Purpose: The purpose of this unit is to introduce participants to the different types of interviews that may occur at a community focal point, with an opportunity to practice skills.

Objectives: At the end of this session, participants will be able to:

1. Identify interview situations encountered by focal point staff
2. Describe the six parts of an interview
3. Use techniques to improve interview skills
4. Conduct simulated interviews similar to ones that might be done at a community focal point.

Materials for Distribution:

1. Interview Evaluation Checklist
2. Building a Good Interviewing Relationship
3. Some Interview Techniques
4. "Definitions and Examples" a resource provided in the Personnel Management module
5. Role Plays

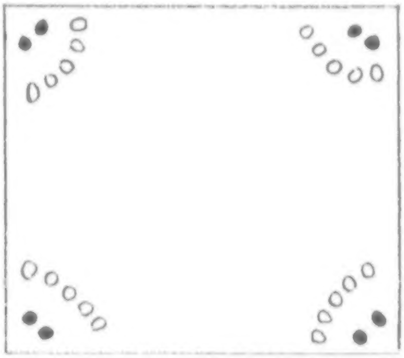
Audio-Visual Equipment

Easel with newsprint, masking tape, a felt-tipped marker.

Room Arrangement:

Optional. During role plays the groups should be divided to reduce distractions. A suggested arrangement includes groups with two chairs facing the audience.

● = interviewer/interviewee
o = group members



Time Required: 3 hours

Resource Manual Reference: Unit III

TIME	PROCEDURE	CONTENT
5 min.	Introduction	This module examines interview situations commonly occurring in community focal points. It gives some guides on how to improve interviewing skills.
10 min.	Display Objectives (write objectives on newsprint before session)	Ask participants to identify those objectives displayed that are particularly important to them. Why are they important? Trainer Note: If other objectives are suggested note for future incorporation into this module. Explain that there are so many types of interviews and interviewing strategies it is not possible to be comprehensive.
15 min.	Brainstorming to identify types of interview situations focal point staff experience.	Responses should include: • community survey • interviewing a potential partner agency • information and referral • case management • supervisory interviews • job interviews (staff/volunteer) • public relations interviews (TV, radio newspaper) • outreach • helping interviews Point out that all interview situations require efforts to develop a good relationship as well as attempts by staff to empathize-put oneself in the other person's shoes.
10 min.	Reinforcement of Brainstorm	Take three or four brainstorm responses and explain how important it is to empathize. Make sure all participants understand.
15 min.	Short lecturette presenting six parts of an interview. Write the six parts of an interview on a flip chart as you describe them to the group. As points are made, be sure that all participants understand their meaning.	Exploration: To help you get a better understanding of the individual and their situation. It sometimes helps to clarify things for people. For example, interviews with potential partner agencies require you to explore reasons for the interview. In other situations like the helping interview the presenting problem may not be obvious and may require probing on your part. Assessment: After the purpose of the interview is clarified the possible results from the interview need to be established. Goal Setting: Goals that can be achieved in the interview or during a series of interviews need to be chosen and agreed upon.

TIME	PROCEDURE	CONTENT
		Development: Discussion led by the interviewer using written or a series of strategically worded questions and statements to elicit information to resolve a problem or to reach an agreement.
		Termination: The first step is to evaluate the situation and decide whether or not the purpose of the interview has been achieved. If you feel another interview is necessary, explain that you need to work with the information given and would like to see them again.
	Distribute Handout #1	Evaluation: After each interview think about how it could be improved. Notes taken during or immediately after an interview will help to review your feelings about the interview.
20 min.	Small Group Discussions	Divide participants into four groups
	Distribute Handouts #2 & 3 Distribute Handout #4	Explain that Handout #2 presents verbal and non verbal techniques that are useful in interviews, and that Hanout #3 lists interview techniques helpful in all interviews but some particular items are targetted for the helping interview. Ask participants to review Handout #4 for a few minutes before beginning the small group discussions.
	(have brainstorm items displayed for all to see)	Ask each group to read over the two handouts and recall brainstorm items where techniques described in the handouts would effectively improve an interview.
10 min.	BREAK	

TIME	PROCEDURE	CONTENT
50 min.	Return to small groups for role play Distribute Handout #5	Ask participants to return to their small groups. Each group should be assigned four case studies. A different interviewer and interviewee should be chosen from the group for each case study with the other group members acting as observors. Interviews should be timed by an observor; 5-7 minutes per interview with 5-10 minutes for group feedback.
		Trainer's Note: Tell groups that exploratory feedback helps make constructive criticism. Exploratory Feedback is explained in Handout #4. Before beginning the role plays each group should be this handout. Tell each group to choose a facilitator.
25 min.	Conclusion and Summary	Return to large group to share insights and experiences from the simulated interviews. Summarize objectives, session events, key remarks by participants. Evaluate process.

Handout #1

INTERVIEW EVALUATION CHECKLIST

1. Did I provide a friendly and relaxed climate: YES____

   How? ________________________________ NO____

   ____

2. Did I observe non-verbal as well as verbal behavior? YES____

   Explain. ________________________________ NO ____

3. Were my questions phrased to get the kind of information needed? ________________ YES____

   If not, Why not? ________________________ NO____

4. What problems occurred during the interview and how did I overcome them?

	Yes	No	Solution
Evasiveness	___	__	________________
Hostility	___	__	________________
Subject "Hopping"	___	__	________________
Irrelevant Talk	___	__	________________
Silences	___	__	________________
Anxiousness	___	__	________________

5. Do I have all the information necessary for follow-up?

   YES ______ NO, I need more information about ________________

   ____

6. Was the interview satisfactorily terminated? YES ____

   Explain. ________________________________ NO ____

7. What changes should I make in my interviewing style?

   ____

   ____

   ____

HANDOUT #2

Building A Good Interviewing Relationship

Communication is not simple, and communication in interviewing is complicated by the personalities of the people involved. It has been found that people usually react more to their relationships with the interviewer than to the content of the questions they are asked. In other words, people may remember more about the interviewer and about how the interview was conducted than they will about the topics covered in the interview. This emphasized the importance of the interviewer being an understanding person capable of accepting what people say without apparent judgment or rejection.

People need to feel that acquaintance with the interviewer will be pleasant and satisfying. Reaction to the interviewer is very important. The people will react more favorably if they get the feeling that the interviewer is someone with whom they will enjoy talking. This means that the interviewer must seem to be one who can understand another person's situation and point of view. Frequently, this factor alone determines whether or not an interview will be obtained.

People are quite willing to accept an interviewer who is different from themselves as long as the interviewer appears to be understanding and accepting.

Barriers to the interview need to be overcome. Usually people will be polite enough to let the interviewer talk. The interviewer must use this time to advantage; be alert to doubts people may feel, even if not expressed vocally.

The goal of any interviewer is to obtain relevant information on a specific topic. The advantages of the interview is that the interviewer has immediate feedback and can be sure the questions are understood and the responses are complete.

Introductory Procedures

People's first reaction to the request for an interview is likely to be a mixture of curiosity and a desire to be courteous to a stranger. While this amount of interest is not sufficient to conduct a full interview, it does allow the interviewer time to demonstrate friendly interntions and to describe themselves in such a way that further interest is stimulated.

Older people may be reluctant to answer questions. It is important that the interviewer explain exactly who they are, what kind of information is wanted and why. This helps to create a climate of trust which must exist in a successful interview. People will be encouraged to talk if they feel they can trust the interviewer. Also mention that answers are confidential.

o Verbal Behavior
Your initial greeting of a person can set the tone for the entire interview. Explain your role and capabilities in helping. Avoid making promises you may not be able to keep!

Verbal techniques include the use of:

(1) A Friendly Greeting

Obvious differences (such as in age or appearance) between the interviewer and the interviewee may contribute to an atmosphere of apprehension. A warm, friendly greeting indicates that you are ready and willing to assist and will help to put him/her at ease.

(2) Compliments

People are generally receptive to a sincere compliment and tend to respond in a relaxed, cooperative manner.

(3) A Relaxed Manner of Speaking

The interviewee may be in a position of vulnerability, he/she may be extremely sensitive to how you say what you say. Your choice of words, tone of voice and speech pattern can maximize or minimize a person's response.

o Non-Verbal Techniques
Your non-verbal introductory behavior is also very important. For example, an informal approach will "relax" people into conversing freely, while a very formal approach may generate an atmosphere of anxiety and restrict the flow of information. Some non-verbal techniques to set people at ease are:

(1) A Handshake

In conjunction with a warm greeting, a handshake converys a tremendous amount of sincerety and friendliness.

(2) A Smile
This is probably the oldest technique for communicating human acceptance known to man.

(3) A Relaxed Manner

This does much to convey self-confidence to another. As the interviewer, your own ability to be relaxed and comfortable will affect the interviewee's response to you.

(4) Setting

You may have minimal control over this, but remember that a setting allowing the interviewer and interviewee to communicate confidential information is fundamental.

These verbal and non-verbal techniques achieve maximum effectiveness if combined in a manner that responds sensitively to another person as an individual and reflects acceptance of him/her as a person of dignity and worth.

Occasionally, your very best introductory behavior will fail to "break the ice" and people will remain reluctant to talk. Some additional techniques which may be helpful are:

(1) Mention non-threatening subjects.

a. High Interest Areas - Ask very general questions pertaining to areas the other person has indicated high interest in or perfprms with frequency. Example: "I noticed on your application that you mentioned bowling. How is your game?"

b. Common Experience - The discussion of such common experiences as traffic, weather, news, etc. can help.

c. Identifying with the Interviewee - You could take the initiative and mention some experience of yours to which the other person is likely to respond, such as having been recently interviewed yourself. In sharing this information, you halp create a "safe" and comfortable climate.

(2) Be reassuring.
If the person appears nervous, restate that the purpose of the interview and explain that the specific information you gather will hopefully help the community focal point serve older people.

(3) Other Interviewing Problems

a. Hostility
Long-term problems, frustration, and previous bad interview experiences may be manifested in the form of hostility, which may be best handled by allowing the person to vent his/her feelings through converstion. Then, attempt to guide the discussion back to the topic area. If you are not sure what to say, it may be safest to reflect remarks back to the individual. For example, you might agree that being older means encountering special problems but these problems can be reduced by working together.

b. Anxiousness
Because the interviewee may be somewhat anxious, he/she may ask questions you are unable to answer. If you don't know an answer, say so. believing that a lack of knowledge is a direct reflection of their competency, interviewers sometimes attempt to set themsleves up as experts. However difficult it may be for you to admit not having all the answers, doing so leaves rro for a more productive relationship. (Should you ever find yourself in the undesirable position of having given false information, the only recourse is to make any corrections and apologize.

c. Silences

Silences seem to last forever, but seldom exceed 20-30 seconds. While it is natural for an interviewer to want to fill in gaps occurring during silences, keep in mind that the information following a silence may be very meaningful. Always consider, therefore, waiting out the silence. Remember that the interview should be a positive experience for the interviewee; and that it is important to maintain a meaningful balance during conversation, allowing you to stay in control of the interview process.

d. One-Person Show by the Interviewer

Attempting to ease the burdern of "discourse" by not allowing the other person to converse sufficiently during an interview restricts him/her from participating fully in the process and should therefore be avoided.

Handout #3

Interview Techniques

1. Confrontation - Calling to people's attention. Examples: "I note an inconsistency. You just said such and such, a while ago you said just the opposite." "Every time you say you're not scared you bob your foot up and down."

2. Silence - This can be used to put pressure on people in such instances as when they are trying to make you do all of the work and when you want to try to force them to think. Silences are also useful when you and/or the other person need time to think.

3. Summarization - Pulling together the salient points of an interaction and verbalizing them or verbalizing in summary form information given. Uses: To check out correctness of your impressions, to help people see how material fits together, to help clear up confusion on your part or on the other person's part.

4. Empathic Responses - To legitimize feelings, to help people feel better about themsleves to express understanding, to enrich the quality of the relationship, to let people know that you are listening.

5. Support - To help people do something they want to do but find difficult to do such as contronting a friend, saying "no" to people or asking for something.

6. Clarification - To increase understanding in a specific area: "I'm not clear exactly what your son told you about selling your house."

7. Stroking - Complimenting; a supportive technique.

8. Generalization - Letting people know what the norms are when he's feeling like an outsider. Example: "Most people feel that way at times." "Most people who come feel uncomfortable at first."

9. Information Giving - To correct erroneous information or to give new information that can be used in dealing with situations.

10. Value Clarification - To help people identify those values they hold that are germane to the subject under consideration. Examples: "Your freedom is important to you."

11. Crossing Transactions - To avoid getting hooded into an unhelpful position in response to an ulterior message. Example: People may say something with the obvious intention of making you angry. If you respond with forthright information such as, "You're trying to make me angry," you have crossed their intended transaction.

12. Normalization - To be used in cases of behavior that is considered by society very unusual when in reality it is not. Example: Older person remaining sexually active. This may be considered socially dysfunctional behavior (and it may not) but it is not unusual. In such an instance, normalization could be used to help relax the older person, aiming for a response like, Maybe this isn't as bad as I thought.

13. Feedback - See Definitions and Examples handout, part of module on Personnel Management.

14. Interpretation - Explaining to someone the meaning or significance of behavior or sets of behaviors.

15. Modelling - Behaving in ways, observable to people that you think would be socially functional for the person to emulate.

16. Role-Playing - To help people better understand a relationship or to deal with another person. You assign the role of one person, and take the other yourself.

17. Behavioral Assignments - To assist people in engaging in behaviors that are difficult for them. They are asked to set up situations that they find had to handle and handle them in a way agreed upon as more socially functional for them.

18. Retrieval - This is simply correcting past errors.

19. Preparatory Guidance - Used to help a person comprehend what is going to happen. Frequently used in conjuction with role-playing an anticipated situation. Examples: (To a wife who came to you without telling her husband) "After you leave here, you're going home, and you must decide to tell your husband that you've been here."

20. Double-Chairing - Used to help a person work on a difficult relationship. A person is asked to play himself and the other person alternately in an interaction.

21. Use of Audio-Tape - To tape interviews for playback for review of what went on (particularly when you fear you may be off the track), for your own study purposes, for use in supervision, for research and teaching, for use in supervision, for research and teaching, for use in recording significant interactions outside of interviews, for the record. Use only with permission.

23. Use of Body Language - To help develop and maintain trust. To emphasize points. To communicate without interrupting verbally. Examples: Maintenance of eye contact, abrupt (and perhaps noisy) changes in posture, questioning looks.

24. Personalization - Use of name. It feels good!

25. Manipulation - Usually considered a dirty word, but everything done in a helping interview is designed to have a favorable effect. That's manipulation in the true sense of the word as used in a professional context. Among the ways in which you can manipulate a person's mood, behavior, feelings or frame of mind are the setting and appearance of your office, your personal attire, your greeting, your attitude. Manipulation of the environment is another aspect of this technique. Sometines you have more clout and can get a landlord to extend a due date on rent or can get the clien's name moved up on a waiting list. Use with care, and don't use at all with people coming from a "victim" position.

26. Reassurance - Sometimes people need to be reassured that what they are doing is socially functional. We all need at times to be reassured that we're OK as peole regardless of how many mistakes we make. Use sparingly, less sparingly in reference to people's OKness.

27. Selective Inattention - Out of all that is said and done, you must choose what to relate to. Conversely, there is material and behavior you choose not to relate to, thereby exercising selective inattention.

28. Partialization - Breaking a problem or situation into pieces and tackling them one at a time.

29. Challenging Assumptions - We all make erroneous assumptions from time to time. A question we should ask ourselves and others is "What's your data?" though perhaps not in those words. Choose your own. People frequently get into predicting the behavior of others.

Adapted from Thomas, B. Some Social Work Interactions. Workshop: Social Work Interviewing and Videotaped Feedback, 1978.

Handout #5

Role-Plays

Role Play #1

There is a substantial increase in the nutrition project you head, both in the congregate and Home Delivered Meals components. Your agency's governing board recommends the creation of two units, one for congregate and one for Home Delivered Meals, to handle the volume of work expected.

You agree with this recommendation and you proceed to fill the two new unit coordinator positions. One unit posed no problems: the person you selected is clearly well qualified for the job and is one of the most experienced people in the organization.

The other unit, the Home Delivered Meals Unit is not so clear cut, the leading candidate is

> George Wilson, a man who has been with your parent agency for 16 years. He is regarded as a technical person with a reputation for thoroughness. But he is also known as a stickler for detail. It pains him to have an administrative issue unless it is completely worked out. This means of course that he is limited in the number of issues he can handle, although he is used to putting in a fair amount of overtime. His supervisors know that when they get a recommendation from Wilson, however, they can depend on it.
>
> Wilson also has the respect of his associates but they do not find him easy to work with. They feel he expects too much from other staff and takes too great an interest in the details of a job.

Interview George. Try to assess if the benefits of hiring him are greater than the weaknesses. At the end of the interview decide if you will hire George or find someone outside of the agency.

Role Play #2

The survey is an integral part of the evaluation process. The overall purpose of the evaluation effort at this level is to look at the client's interaction with the system. We also want to know the client's perception of and satisfaction with the community focal point's programs as well as their recommendations for changes.

The questionnaire is perceived as providing a base for:

1. The systematic measurement of client satisfaction with services;
2. The consolidated evaluation report;
3. Recommendations for decision making in programming;
4. A higher quality and more effective program.

In this role play one person plays the interviewer who asks the client the questions on the following survey and another person plays the client.

CLIENT SATISFACTION SURVEY

1. NAME ____________________ DATE ____________________

ADDRESS ____________________ ____________________ PHONE ____________________

2. BIRTHDATE/AGE ____________________ SEX ____________ RACE ____________

MARITAL STATUS ____________________

3. How did you find out about the Center?

CENTER ACTIVITY

4. How often do you go to the Center? ____________________

5. How do you get there? ____________________

6. Are you satisfied with the transportation system? Try to get information about the adequacy of system, response to indicated needs, etc.

____

7. Are the drivers sensitive to the needs of older adults? ____________

8. How many of the following events have you received or participated in?

Congregate meals ____________
Transportation ____________
Arts & Crafts ____________
Dance ____________
Painting ____________
Shopping Assistance ____________
Volunteer Services ____________
Health Screening ____________
Others ____________________

Exercise ____________
Bible Study ____________
Bingo ____________
Education ____________
Tel Assurance ____________
Friendly Visiting ____________
Swimming ____________
Trips ____________

9. Are there any activities you would like to attend but cannot? yes/no
If "no": why not ____________________

10. How often do you eat at the Center? ____________________

11. Are the menus posted in the Center? yes/no
Where? ____________________

12. Which services or programs do you enjoy most? ____________________

____

13. Do you have to be on a special diet? yes/no

14. Can you get it at the Center? yes/no

15. How would you rate the overall quality of the lunches? excellent good fair

a. What complaints or suggestions do you have in menu or other food changes?

____

____

b. Do you have any suggestions for changes in the way it is served?

____

____

16. Are the bathrooms clean, private, easy to get to and properly supplied?

YES NO

17. How often do you take Agency transportation to the Center?______________

18. Is the ride comfortable? yes/no

19. Is the ride too long or do you have to leave your home or the Center too early? yes/no

20. Does the Center staff make you feel comfortable when you are in the Center?

YES NO

21. Is the staff sensitive to the needs of the older person? yes/no

22. If you have a complaint, whom do you talk to?______________________

23. Are you aware of the activities of the Project Council? yes/no

a. Are the minutes of the Council posted at the Center? yes/no

b. Did you vote for a Project Council representative? yes/no

Role Play #3

Mrs. L., age 76, is a very independent, jolly and competent woman. She lives in a home she has owned for 52 years. She has been an active participant in the Center for 4 years. She began to look depressed and for several days did not show up at the Center. A call to her home was made and staff worker found she was talking to a different person. A home visit was made. Problems related:

1. Children say I should give up my home and go to a nursing home or come to live with them;
2. Minimum housing cited 23 violations;
3. No money to make necessary repairs;
4. Have to appear in court;
5. Have not been sleeping or eating well;
6. Seems to be losing weight;
7. Really want to stay in my own home.

Further conversation revealed, this elderly woman was eligible for food stamps and State Medicaid.

This is your first visit with Mrs. L. The intake worker has supplied you with the information. You are filling some of the responsibilities of the focal point social worker who is on maternity leave.

Can you begin a plan of action for Ms. L.?

Role Play #4

Interviewing
Handout #5

You are screening a volunteer applicant (woman, 67 years old) for a placement in the Foster Grandparent Program, a partner agency in your community focal point. You screen this applicant because the FGP director called in sick and asked you to do the interview for her.

INFORMATION FOR THE IN-HOME PROJECT
(SCREENING)

Name ______________________________ Date ________________

I. FAMILY BACKGROUND

A. Childhood

1. What was your own childhood like?

2. What kinds of discipline were used on you?

3. Do you feel you were respected as a child?

4. Were your parents strict?

5. Were you abused? neglected?

6. Did you feel you were appreciated as a child?

B. FG and own children (if any):

7. What kinds of relationships did you have with your kids when they were at home?

8. How did you discipline your children?

9. Did your kids make some of their own decisions or did you tell them what to do?

10. What are some things you'd do differently today with your children if they were young?

11. What are some things that you'd do the same way with your children if they were young?

12. How do you think you were as a parent?

13. What is your relationship with your kids now?

14. What is your relationship with your children's families?

15. Why do you want to be involved in this program?

16. A women who hits her child is?

17. Are you quick to judge others?

18. What are your feelings toward welfare?

19. What are your feelings toward raising children alone?

20. What are your feelings toward:

    a. premarital sex

    b. unwed mothers

    c. birth control

    d. abortion

    e. drugs and alcohol

    f. obscene language

    g. hygiene

    h. working mothers with young children

    i. mothers who send their children to daycare centers

21. How do you react to anger, your own?

22. How do you react to the anger of others?

23. How do you feel when someone is emotionally distressed and displays the distress?

24. What do you do when you are sad and frustrated?

25. How do you feel when you make a mistake?

26. How do you feel when you accomplish something that you want to do?

27. What are you feelings toward child abuse?

28. What do you think causes child abuse?

29. Do you understand that the abusive parent has problems and difficulty coping?

30. What do you think you can offer an abusive parent?

31. Do you feel you can offer support and friendship to an abusive parent without being judgemental?

32. How would you feel about standing in line at the foodstamp office with the parent?

33. What don't you like about kids?

34. What don't you like about teenagers?

35. In the past five years have any of your opinions undergone major revision?

36. How do you feel about being older?

37. Do you feel you have a lot of knowledge to share?

38. Do you consider yourself flexible?

39. How do you react in an emergency?

40. How do you think you'd react if you went to a home and the dishes hadn't been done for a week?

41. Do you want to be in this program and if so what do you expect to gain from your involvement?

42. How do you feel about the current trend toward keeping an abusive family together?

43. How would you feel about receiving phone calls from the parent you are working with?

44. Would you feel comfortable keeping a daily diary of your placement activities?

45. Do you feel you can handle the dependency need of another person?

46. Would you stay in the program as a volunteer?

Skill Area: Leadership

Purpose: The purpose of this module is to be able to recognize different leadership styles in oneself and in others, and to observe the effects of different leadership styles on a work group.

Objectives: By the end of this session, participants will be able to:

1. Describe several characteristics and styles that effective leaders demonstrate
2. Assess their own leadership style
3. Dramatize three general styles of leadership
4. Experience how different styles of leadership can affect the performance of subordinates

Materials for Distribution:

Handout #1 - Leadership Styles

Handout #2 - Increasing Effectiveness as a Manager/Influencer

One package of drinking straws (100 per package) for each group of 6 persons

One package of straight pins for each group of 6 persons

Handout #3 - A copy of one strip from the Pins and Straws Leaders Instructions Sheet (cut into strips to separate the three variations) for each group leader.

Handout #4 - A copy of the Pins and Straws Observer Worksheet for each process observer.

Handout #5 - A copy of the Pins and Straws Discussion Sheet for each participant.

Paper and a pencil for each participant.

Audio-Visual Equipment and Materials:

Easel, newsprint, and masking tape

Room Arrangement:

One large room for the initial and final meetings of all participants, with a large table on which to display the straw structure. It is desirable to provide a separate room for each group to work independently on its structure.

Time Required: 3 hours

Resource Manual Reference: Unit I
Unit II, Section 1, 2
Unit IV, Section 1

TIME	PROCEDURE	CONTENT
2 min.	Introductory lecturette	Define "leader." (A leader is any group participant who helps the group achieve its goals.)
13 min.	Brainstorming to elicit a list of leadership characteristics. Write each item on the flipchart	Ask the participants to think of a person whom they would consider to be a "leader." Ask them to take a moment to picture this person in their minds. Pose the question: What are the qualities about this person which lead you to perceive him or her as a leader? (These can be physical, emotional, mental, or spiritual qualities as well as behavior patterns and skills.)
10 min.	Discussion of leadership styles Distribute Handout #1	Explain that, from the list that they came up with, it is obvious that leaders can have a variety of styles. Lead a discussion on leadership styles, relating the items on the flipchart to the continuum on Handout #1.
35 min.	Individual exercise to assess one's own leadership as well as to learn how one is perceived by others. Distribute Handout #2, Increasing Effectiveness as a Manager/Influencer, to each participant.	Explain to the participants that the purpose of the next exercise is to assess one's own leadership skills, as well as to see how someone else perceives him or her.
		Ask the participant to take a few minutes to fill out Row 1. If appropriate, ask each participant to exchange handouts with another person, so that someone he or she works with can show perceptions of his or her leadership skills. Then, ask participants to complete Rows 3 and 4 on their own Handouts, identifying areas of needed and desired change. Finally, have the participants complete Row 5. Row 6 can be completed after the training when participants have more time for self-assessment.
		Answer any questions to clarify concepts presented in this exercise.

TIME	PROCEDURE	CONTENT
	Group exercise: "Pins and Straws: Leadership Styles:* (2 hours total time)	
10 min.		Form groups of six persons each. One participant within each group is selected to be an observer. Distribute a copy of the Pins and Straws Observer Worksheet to each of the observers. One participant within each group is selected to be the leader. The leaders are instructed to assemble privately with you to receive instructions and materials
10 min.		Brief the leaders on the task, distribute pins and straws to each group, and give each leader a strip from the Pins and Straws Leaders Instructions Sheet. They are reminded to follow their instructions explicitly, and not to show their strips to anyone. (Since there are three different sets of instructions- autocratic, laissez-faire, and democratic-distribute, the instruction strips so that there will be an approximately equal number of leaders (at least two) with each of the different kinds of instructions. It will aid you in recording the data at the conclusion of the experience if you write group numbers on the Pins and Straws Leaders Instructions Sheets so that the same instructions occur in consecutive order. For example, if there are six groups, group one receives democratic instructions, group two receives democratic instructions, group three receives autocratic instructions, group four receives autocratic instructions, group five receives laissez-faire instructions, and group six receives laissez-faire instructions, etc.)

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*Reproduced from A Handbook of Structured Experiences for Human Relations Training, Volume V, J. William Pfeiffer and John E. Jones, Editors, La Jolla, CA: University Associates Publisher, Inc., 1975.

TIME	PROCEDURE	CONTENT
20 min.		Announce that the task of each group is to build a structure out of pins and straws. Fifteen minutes will be allowed for this task. Afterward, the structures will be "judged" on the equal bases of height, strength, and beauty.
10 min.		At the end of the construction phase, instruct participants to rate their experience in the group on three dimensions. They are to use a five-point scale (5 is high). The dimensions are: 1. Satisfaction with the leader 2. Satisfaction with your participation 3. Satisfaction with the group's product. Direct each group to compute its members' average for each of the three dimensions.
10 min.		Groups bring their structures to a common display area. All for the average ratings of each group and post them on a chart such as the following.

GROUP	AVERAGE RATINGS			VOTING TALLY			
	Leadership	Participation	Product	Height	Strength	Beauty	Total
1							
2							
3							
4							
5							
6							

TIME	PROCEDURE	CONTENT
10 min.		Direct the voting. Separate votes are held for each of the three criteria, and the numbers are tallied on the chart. Each participant may vote only once on each criterion. Voting is done by a show of hands, with eyes closed.
20 min.		After all the data are recorded, (a) read aloud the instructions for each of the three styles of leadership; (b) record the description of each leader's style beside the appropriate group number; and (c) lead a discussion of the data. Some discussion guidelines are: 1. Leadership style affects group performance in complex ways. (Is there variation between the sculptures in terms of the most beautiful not being the highest or strongest, etc?) 2. One would expect an ownership bias to appear in the fact that each group votes for its own sculpture as the best in all three dimensions. Since there are an equal number of members in each group, the ownership hypothesis would predict a tie in all three votes. Yet this rarely occurs. How does this show that leadership can affect a group's feeling of ownership in a product? 3. Notice the relationship between leadership style and participation. Which leadership style utilizes the most, and which leadership style utilizes the least, resources of the group? 4. How does the brief amount of time allotted to do this task affect different leadership styles and the group's performance?

TIME	PROCEDURE	CONTENT
		5. What is the relationship between participation and satisfaction of group members? What are the long-term and short-term implications of the relationships between leaderships between leadership style and member satisfaction?
30 min.	Distribute six copies of Handout #5, Pins & Straws Discussion Sheet, to each observer	

Leadership
Handout #1

LEADERSHIP STYLES*

Laissez-faire................Democratic.................Autocratic

"Laissez-faire" means non-interference. A laissez-faire leadership style emphasizes individuality and resists restructuring the group to focus on task or maintenance functions.

The autocratic leader forces the group to get the job done, whether it is working on task or maintenance goals. The autocratic leader considers open participation to be inefficient and only permits comments related to the tasks at hand. Members' feelings are unimportant and irrelevant, in the eyes of an autocratic leader.

The democratic style of leadership lies in the middle-ground, combining both styles.

There is no "right" style of leadership; what is right is what helps the group achieve its goals, one at a time.

*From Lippit, Ronald and Ralph K. White, "An Experimental Study of Leadership and Group Life," in Readings in Social Psychology, Henry Holt and Company, Inc., 1958; and Guthrie, Eileen and Warren Sam Miller, Making Change: A Guide to Effectiveness in Groups, Minneapolis: Interpersonal Communication Programs, Inc., 1978.

LEADERSHIP HANDOUT #2

INCREASING EFFECTIVENESS AS A MANAGER/INFLUENCER*

	SELF AWARENESS	ASSISTING OTHERS IN USING THEIR OWN STRENGHTS	BUILDING RELATIONSHIPS BASED ON TRUST	ENCOURAGING TEAM BUILDING AND COOPERATION	MEETING AND RESOLVING CONFLICTS/ISSUES	ENCOURAGING ACTIONS DESIGNED TO MEET SPECIFIC OBJECTIVES
AS SEEN BY THE MANAGER (SELF)	1 2 3 4 Weak Strong	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
AS SEEN BY OTHERS	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
IS THERE A NEED TO CHANGE	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO
IS THERE A DESIRE TO CHANGE	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO
OBJECTIVE FOR CHANGE IN THIS AREA:						
ACTION STEPS TO REACH OBJECTIVE:						

THIS MATRIX CAN BE MOST EFFECTIVELY USED AS A SELF-ASSESSMENT TOOL BY MANAGERS THEMSELVES. BY IDENTIFYING SPECIFIC STRENGTHS AND WEAKNESSES. THE MANAGER CAN STRUCTURE HIS/HER OWN ACTION PLAN FOR IMPROVING CAPACITY TO EFFECTIVELY MANAGE OR INFLUENCE OTHERS.

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*From Kirchner Associates, Inc: Toward More Effective Management: The Role of Objective Setting and Monitoring. Training Materials, Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Human Development, Administration on Aging, 1975

Leadership Handout #3

PINS AND STRAWS LEADERS INSTRUCTIONS SHEET

Your job is to be as much of a dictator as you possibly can. It is important that you demonstrate this style of leadership to your group without informing them of what you are doing. Avoid accepting any suggestions from any group members. Give orders about the planning and construction. The sculpture is to be constructed from your ideas.

Your job is to be as much of a laissez-faire ("hands off") leader as you possibly can. It is important that you demonstrate this style of leadership to your group without informing them of what you are doing. Avoid making any suggestions about how or what is to be done or who is to do it. Let every group member do whatever he wants. The sculpture is to be constructed from their ideas.

Your job is to be as much of a democratic leader as you possibly can. It is important that you demonstrate this style of leadership to your group without informing them of what you are doing. When a suggestion is made by you or by any group member, as to see how many of the group members agree with the idea. Push for some degree of consensus before any idea is acted on. The sculpture is to be the result of the group's ideas.

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Human Relations Training, Volume V
J. William Pfeiffer and John E. Jones, Editors
LaJolla, Ca.: UNIVERSITY ASSOCIATES Publishers, Inc., 1975

PINS AND STRAWS OBSERVER WORKSHEET

Your task is to observe the group's behavior. You do not participate. Position yourself where you can observe the behavior of all the group members.

1. Who was the group's leader?

2. Describe his leadership style. Give some examples of his behavior that illustrate that style.

3. Cite any other behaviors that you think were related to the leader's style of management. Note the member's name next to each specific behavior.

4. Describe the climate or atmosphere of the group. Give some examples of group members' behavior that illustrate this climate. Record the members' names and note their specific behavior.

5. Describe the involvement or participation of the group members in this task.

6. Cite some examples of behavior of individual members to illustrate the participation characteristics of your group. Record the members' names and note their specific behavior.

After the voting phase is completed, you will lead a thirty-minute discussion of the group's process with the members of the group. It is your responsibility to report your observations during this discussion, but avoid making a speech.

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PINS AND STRAWS DISCUSSION SHEET

Work Group

1. How did it feel to work under the leadership style of your leader?
2. How did it feel to lead with that style?
3. What are the effects of that leadership style? Advantages and disadvantages? (Use the ratings that you recorded at the end of the construction phase.)
4. Did this activity remind you of any effects of leadership style? What were they?
5. Did this activity demonstrate any new effects of leadership style? What were they?

Total Group

1. What have we learned from this activity?
2. How does what we have learned relate to our own personal styles of leadership?
3. How does what we have learned relate to our jobs back home? How can we translate what we have learned to our actions on the job?
4. Did this activity remind you of any effects of leadership style? What were they?
5. Did this activity demonstrate any new effects of leadership style? What were they?

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Skill Area: Linkage Mechanisms

Purpose: The purpose of this module is to provide guidance and practice opportunities in developing cooperative arrangements with another organization or agency in order to meet the needs and interests of older people.

Objectives: By the end of this session, participants will be able to:

1. Identify five types of linkages.
2. Describe characteristics of effective interagency relations.
3. List mutual benefits of linking with other agencies.
4. Discuss ways to do community assessments for possible linkages.
5. Identify essential steps to establish linkages.

Materials for Distribution (Handouts):

1. Taxonomy of Interagency Linkages.
2. Center Program and Linkage Chart.
3. Linkage Mechanisms: Center already has Linkages.
4. Linkage Mechanisms: Needs currently unmet.
5. Case Study
6. Instructions for group exercise

Room Arrangement: Optional

Time Required: 3 hours

Resource Manual Reference: Unit II, Section 2
Unit IV, Section 1

TIME	PROCEDURE	CONTENT
5 mins.	Introduction of subject, objectives, of inter-agency operations, types of linkages, and definition of terms. (Lecturette)	1. This module addresses the subject of how to form cooperative arrangements with community agencies and organizations in order to serve as a focal point for older people.
	Display these five types on a flip chart or chalk board	2. Types of linkages: • information sharing • referral and follow-up • colocation of staff • joint outreach • joint staff training
		3. New terms: • service area • linkage
15 mins	Participant Expectation Seek responses and record them on newsprint.	Ask participants to identify what they expect to learn from this workshop session. Trainer Note: If there are expectations that are not appropriate for this unit, the trainer should clarify what expectations will be covered. The trainer may desire to ask if there are those in the group who are working in an interagency program.
20 mins	Seek participant response and record such on newsprint	1. What does good interagency relationship require (Premises for building community linkages)? Ask participants for their input.
		2. Sample responses: • Coordination is a means, not an end. The older person in the community is the reason for developing and maintaining a network of services. • A community's care system is developed within the context of its many variables.

TIME	PROCEDURE	CONTENT
	Seek participant response (cont'd) As points are made, be sure that all participants understand their meaning If key points are missed, list them and discuss why they are important.	● Linkages must be based on mutual need and mutual benefits (for both groups) ● The needs, diversity and interests of other agencies and groups must be recognized and honored. ● Good linkages take time. Coordination is a growing, developing process that needs care and attention. Trainer Note: Since coordination is basic to a comprehensive service delivery system it is important to identify what good inter-agency relationship requires.
(Total Time) 25 mins	Group Exercise (10 minutes)	Benefits of Linking with other Agencies. The group should be divided into three sub-groups. Each group will receive a designation: 1. The Focal Point 2. Other Service Providers 3. Older Persons Task for each group - Each sub-group gives at least 3 -5 benefits which will be received by their respective group if effective linkages exist. Each group will choose their group leader and reporter.
	Reconvene total Group. Sharing information and recording such on newsprint for the total group. (15 minutes)	Each group will share their group's input with the total group. Such should be recorded on newsprint. Trainer Note: The trainer should summarize the input received, because given the limited resources available it is important that those concerned understand the benefits for those involved.
15 mins	BREAK	

TIME	PROCEDURE	CONTENT
(Total Time) 20 mins.	Individual Writing task	This learning activity will be done in four stages. It is a community and individual assessment exercise. The participants are encouraged to be as clear and specific as possible in their response. Each stage is to be done on a separate sheet.
	List (5 minutes)	Stage #1: Indicate the needs and interests of the older adults in your service area. Write this in view of (1) those older adults who attend the center regularly and (2) those who do not attend. What are the needs and interest your center has identified among older adults? Which does the center program address?
	List on a separate sheet. (5 minutes)	Stage #2: Every service area contains: (1) people, (2) needs, and (3) resources. a. List the resources (agencies, businesses, etc.) in your service area that provide for the needs and interest of the older adults. b. Then list the resources in your service area that could provide for the needs and interest of the older adults. Use handout #2.
	List on a separate sheet. (10 minutes)	Stage #3: SELECT - three organizations or agencies in your community with which your center already has linkages. You may refer to your list from stage #2. ASK - the following questions: 1. What need(s) is (are) met? 2. By what service/activity? 3. Through what kind of linkage? Write - your answers in this chart: (Handout #3).

TIME	PROCEDURE	CONTENT
5 mins.		SELECT - three needs or interests currently unmet in your service area from your list in stage #1 and Write them down. Choose - an organization, club, business, educational institution, and identify a service or activity which could be provided to meet each of the three needs indicated earlier. Write - in the chart (Handout #4): What need(s) would be met? By what service/activity? Through what kind of linkage?
15 mins	BREAK	
(Total time) 40 mins	Group Exercise (Distribute Handouts #5 and #6) Note that Handout #5 is the "United Stay" scenario and #6 is the instruction sheet. Each group will only focus on one part of Handout #6.	Steps toward Linkage. Against the context of the previous exercise (Community assessment), have the participants arrange themselves into three groups. Using the case study and the input from the previous exercise each group will discuss and develop a particular portion of the steps toward linkages. Group #1 - Developing attainable and clear goals and objectives. How will United Stay develop goals/objectives? Why do they want to link with another agency? What do they hope to achieve through linkage? (As a group, answer the above view of case study. Feel free to add facts from your own experience.)
10 mins.		Group #2 - Assess your agency's resources. How will United Stay assess its own agency resources? How will they determine whether or not this is the appropriate time to allocate resources to an interagency project?

TIME	PROCEDURE	CONTENT
		Could the reallocation of resources interfere with their other programs? How? (Develop this in view of the case study. Feel free to add facts based on your own experience).
10 mins		Group #3 - Which organization(s) in the community offer you the most possibility of success in linking? ● Identify other organizations whose functions, services, and target populations may be similar to those of United Stay. Brainstorm here. Suggest as many possible types of agencies as you can, even if they do not deal with energy or housing. ● Identify organizations with programs that might benefit United Stay agency and the older adults they serve. (Again-brainstorm-don't limit your thinking.) ● How can the other agencies benefit from linking with United Stay.
10 mins	Reconvene total Group	Ask a representative from each group to present their lists and indicate how they arrived at developing their particular step in establishing linkages. Each group should take three (3) minutes. Their response should be placed on newsprint.
10 mins	Summary	Review the key information covered in this session. Make sure each participant sees how the session objectives have been addressed. Ask if their are any questions, and allow group to respond as appropriate.

Linkage Mechanisms
Handout #1

TAXONOMY OF INTERAGENCY LINKAGES

Type of Linkage	Definition	Advantages
information sharing	Exchange of information to promote understanding of agency mission and/or available services and eligibility requirements.	Promotes mutual understanding among agencies about one another and provides the basis for more complex arrangements.
referral and followup	Interagency contacts to connect a person with needed services, and later contact to learn disposition of case.	Make available the services of multiple agencies.
joint outreach	A planned, unduplicated effort to reach unserved older people in a specific area or in a specifically defined group; when people are identified, they are informed about and linked to services.	Extends center and other agencies' ability to identify and reach underserved population reduces duplication.
joint staff training	Joint participation in development of programs in areas of shared concern. Shared information, problems and problem solving.	Increases staff awareness of other agencies' resources and builds staff skills.
Collocation	Offices (and services) or more than one agency placed in single facility.	Enhances accessibility by brining center and other agencies together under one roof.

From: Wagener, Lin D. and Patricia Carter "Building Community Partnerships" in
The Senior Center: A Partner in the Community Care System, Washington, D.C.
National Council on the Aging, 1981

Linkage Mechanisms
Handout #2
Page 1

CENTER PROGRAM AND LINKAGE CHART

	CURRENT CENTER PROGRAM AND LINKAGES (1)								POTENTIAL FOR LINKAGES	
SERVICE	Is service available through center?		Is service provided:		Type of Linkage	What needs to be done?		Agency	Type of Linkages
	Yes	No	by center?	by community agency? (identify)	(identify)	improve linkage	maintain linkage	(identify)	
In-Home Services chore services									
friendly visiting									
homemaker/home health									
home repair and winterization									
shopping/escort									
telephone reassurance									
Income Supplement craft shop									
ID discount program									
food coop									
others, specify: ____________									

From: Wagener, Lin D. and Patricia Carter "Building Community Partnerships" in The Senior Center: A Partner in the Community Care System, Washington, D.C. National Council on the Aging, 1981

CENTER PROGRAM AND LINKAGE CHART

SERVICE	CURRENT CENTER PROGRAM AND LINKAGES (1)								POTENTIAL FOR LINKAGES	
	Is service available through center?		Is service provided:		Type of Linkage (identify)	What needs to be done?			Agency (identify)	Type of Linkage
	Yes	No	by center?	by community agency? (identify)		improve linkage	maintain linkage			
Information and Assistance (cont.) Social Security and Medicare										
taxes and finances										
Linking Services case management										
information and referral										
outreach										
transportation/escort										
Nutrition education										
group meals										
home-delivered meals										

CENTER PROGRAM AND LINKAGE CHART

	CURRENT CENTER PROGRAM AND LINKAGES (1)							POTENTIAL FOR LINKAGES	
SERVICE	Is service available through center?		Is service provided: by center?	by community agency? (identify)	Type of Linkage (identify)	What needs to be done?		Agency (identify)	Type of Linkages
	Yes	No				improve linkage	maintain linkage		
Health Services (cont.) health counseling									
emergency									
blood pressure checks; screening/maintenance									
specialties (dentist, podiatrist, etc.)									
Counseling mental health services									
crisis intervention									
Information & Assistance consumer information									
crime prevention information & techniques									
housing									
legal aid									
public assistance entitlements (SSI, Medicaid, food stamps, etc.)									

Linkage Mechanisms
Handout #2
Page 4

CENTER PROGRAM AND LINKAGE CHART

SERVICE	CURRENT CENTER PROGRAM AND LINKAGES (1)							POTENTIAL FOR LINKAGES	
	Is service available through center?		Is service provided:		Type of Linkage	What needs to be done?		Agency	Type of Linkages
	Yes	No	by center?	by community agency? (identify)	(identify)	improve linkage	maintain linkage	(identify)	
Cultural & Enrichment Services									
arts and crafts									
educational/cultural									
performing arts									
physical activities									
recreational and social activities									
volunteer opportunities									
Employment Services									
referral									
counseling									
training									
placement									
Health Services									
health education									

LINKAGE MECHANISMS: LINKAGES ALREADY ESTABLISHED

HANDOUT #3

STAGE #3

NEED	SERVICE/ACTIVITY	ORG/AGENCY	LINKAGE
1.			
2.			
3.			

From: Robb, Thomas B. and Susan M. Smith, Senior Center Administration Course Manual, Washington, D.C.: National Council on the Aging, 1978

LINKAGE MECHANISMS: NEEDS CURRENTLY UNMET

HANDOUT #4

NEED	SERVICE/ACTIVITY	ORG/AGENCY	LINKAGE
1.			
2.			
3.			

IDENTIFY the person(s) in one of the agencies listed who has the authority to develop linkages with your focal point. Write the name of the agency, contact person and his/her title here:

From: Robb, Thomas B. and Susan M. Smith, Senior Center Administration Course Manual, Washington, D.C.: National Council on the Aging, 1978.

Linkage Mechanisms
Handout #5

CASE STUDY

The older adults of Thistown, Yourstate have been served by focal point agency, United Stay. The last two winters in Thistown have been rather rough and as a result the older adults have experienced difficulty in meeting fuel expenses. Prior to the rough winters some of the older persons had difficulty getting around because there is poor transportation where they live. Thus feeling cut off and having difficulty meeting their fuel expenses this winter caused many of the older adults to feel desolate.

Some of the resources available in Thistown included: (1)a Community Action Agency which provides Home Weatherization Services (2) a Social Services Agency providing fuel assistance funds (3) The Electric and Gas Companies providing: (a) deferred payment plan, (b) low interest financing for Home Weatherization and (c) resident energy audits.

In spite of these resources the older adult cleints who are served by the United Stay agency have not taken advantage of these services. They have not done so because:

(a) Each agency has its own procedures and application forms,

(b) Each agency is located in a different section of town,

(c) The resources of each agency only partially address the total need for ((a) funds to pay for existing fuel expenses, (b) analysis of potential energy waste, (c) funds for improving the thermal efficiency of the residence .

The historical pattern has been when an older adult's fuel is to be cut off the utilities companies would inform the focal point agency. The social service agency and community action agency currently have an informal system of joint referral that is inconsistent but effective when used. The focal point agency would like to improve their participation in the process. The question is: How can United Stay help form a cooperative arrangement with community agencies and organizations in order to serve more effectively as a focal point for older adults?

Linkage Mechanisms
Handout #6

Instructions for Group Exercise

Participants will form into three groups. Using the case study and the previous exercise on community assessment, each group will discuss and develop a particular portion of the steps toward linkages. Answer your group's questions as a group, using the case study as well as facts from your own experience.

Group #1 - Developing attainable and clear goals and objectives.

- How will United Stay develop goals/objectives?
- Why do they want to link with another agency?
- What do they hope to achieve through linkage?

Group #2 - Assess your agency's resources

- How will United Stay assess its own agency resources?
- How will they determine whether or not this is the appropriate time to allocate resources to an interagency project?
- Could the reallocation of resources interfere with their other programs? How?

Group #3 - Which organization(s) in the community offer you the most possibility of success in linking?

- Identify other organizations whose functions, services, and target populations may be similar to those of United Stay. Suggest as many possible types of agencies as you can, even if they do not deal with energy or housing.
- Identify organizations with programs that might benefit United Stay agency and the older adults they serve. (Brainstorm--don't limit your thinking.)
- How can the other agencies benefit from linking with United Stay?

Skill Area: Monitoring

Purpose: The purpose of this module is to learn how to use monitoring activities to ensure accomplishment of program objectives.

Objectives: By the end of this session, participants will be able to:

1. Identify the differences between monitoring and evaluation
2. State the purpose of monitoring
3. Describe the four steps in the monitoring process
4. Choose appropriate monitoring activities for a given action plan

Materials for Distribution:

Handout #1 - The Differences between Monitoring and Evaluation
Handout #2 - Action Plan Worksheet (from Planning Module)
Handout #3 - Monitoring Worksheet

Audio-Visual Equipment and Materials:

Easel and newsprint
Overhead projector
Transparency - Steps in the Monitoring Process

Room Arrangement: Optional

Time Required: 90 minutes

Resource Manual Reference: Unit I
Unit II, Section 1

TIME	PROCEDURE	CONTENT
5 mins.	Introduction	The purpose of this module is to examine the process of monitoring program activities: what it is, who does it, and how it is done.
		State the definition of monitoring: Monitoring is the day-to-day review of action steps and activities to determine the extent to which progress is being made toward meeting objectives.
15 mins		Explain that monitoring is a separate, though not unrelated, technique from evaluation, as described in a different module. Both are concerned with determining whether or not "something," which may be an activity, action step, or objective, is being or has been accomplished.
	Distribute Handout #1	Explain that the difference between monitoring and evaluation can be identified in terms of how and when the review takes place, who is involved, and the level of performance being reviewed.
	Show "Monitoring and Evaluation" Transparency	Ask participants to follow Handout #1. Refer to each item on the transparency. Ask for questions or discussion.
15 mins.	Brainstorming to elicit from participants the purpose of monitoring	Write the following on the flipchart: ● Program Action Plan ● Supervision of Employees ● Expenditure of Funds ● Community Input Ask the participants to volunteer purposes of monitoring in relation to each of the listed items. If the participants need prompting, ask them to complete this sentence in a number of ways: In monitoring any program for which I am responsible, I want to know....

TIME	PROCEDURE	CONTENT
15 mins.	Show "Steps in the Monitoring Process" Transparency	Using the transparency as a discussion aid, describe the four steps in the monitoring process, encouraging discussion of how to implement each step.
5 mins.	Distribute Handouts #2 and #3	Explain that the next exercise will involve particing how to plan monitoring activities for an established action plan. Ask the participants to divide into teams of three persons. Assign five different action steps to each team.
20 mins	Conduct small group exercise	Ask each team to use the Monitoring Worksheet (Handout #3) to record appropriate monitoring points and monitoring methods for each action step, as demonstrated in the example. Emphasize that the purpose of the exercise is to be able to determine if what should be happening is happening. At what point and with what method can this be determined?
15 mins.	Large group discussion	Ask each team to report on one action step that it worked on. After each report, ask for questions or comments from the rest of the participants.

Monitoring
Handout #1

THE DIFFERENCES BETWEEN MONITORING AND EVALUATION*

Monitoring		Evaluation
As regular management functions	HOW	Separate review at previously determined intervals
On-going part of day-to-day activities	WHEN	At least quarterly
Supervisors responsible for specific action steps, together with director	WHO	Director, advisory committee, and other key persons
Review may result in changes in activities and action steps	LEVEL	Review may result in changes in objectives or action steps and occasionally may result in re-examination of goals

*From Kirchner Associates, Inc: Programs for Older Americans: Objective Setting and Monitoring: A Reference Manual, Washington: U. S. Department of Health, Education and Welfare, Office of Human Development, Administration on Aging, 1975.

SAMPLE
Planning/
Monitoring
Handout #2

ACTION PLAN WORKSHEET

GOAL: To provide educational programs for older persons which will facilitate active participation in the community.

OBJECTIVE: To present five leadership training sessions by March 31, 1982, which will enable at least 15 olders persons to each assume at least one new leadership role in the community.

Step #	Task	Person Responsible	Completion Date
1	Secure Instructor	Program Coordinator	October 15
2	Design Course	Instructor	November 15
3	Determine Costs	Program Coordinator	November 1
4	Approve Plan	Program Council Board	December 1 December 15
5	Allocate Funds	Board	December 15
6	Identify organizations in which older persons might become leaders	Program Coordinator/ Instructor	December 15
7	Schedule Room	Program Coordinator	February 1
8	Announce Course: Newsletter Bulletin, Board, Other	Program Coordinator	February 1
9	Recruit Participants	Program Coordinator	February 1
10	Prepare Course Materials	Instructor	February 1
11	Recruit guest speakers from organizations in step 6	Instructor	February 1
12	Duplicate Course Materials	Program Secretary	February 15
13	Conduct Course	Instructor	March 1-31
14	Evaluate	Instructor Program Coordinator	April 1 April 1
15	Report to Program Council	Program Coordinator	April 15

Monitoring
Handout #3

MONITORING WORKSHEET

Action Step	Monitoring Point	Monitoring Method
1. Secure Instructor	a. Solicit resumes	Solicit suggestions from staff 9/28
	b. Conduct interviews	Announce interview schedule 10/7
	c. Review candidates	Hold staff meeting to review interview results 10/13
	d. Secure instructor	Notify instructor 10/15

Monitoring
Transparency

FOUR STEPS IN THE MONITORING PROCESS

Step	How to Implement Step
1. Knowing what to monitor	Review action steps
2. Conducting monitoring activities	Hold staff meetings Have staff discussions Ask for written reports Conduct on-site visits Observe
3. Comparing implemenation with plans	Determine the cause for discrepancies
4. Taking corrective action	Change activities Change action steps Change time tables Change personnel

MONITORING
VISUAL
HANDOUT #1

MONITORING AND EVALUATION

MONITORING		EVALUATION
PART OF "NORMAL" MANAGEMENT	HOW	SPECIAL PLANNED EFFORT
ON-GOING	WHEN	PERIODIC, QUARTERLY
MANAGERS, SUPERVISORS RESPONSIBLE	WHO	DIRECTOR, ADVISORY COMMITTEE, OTHER KEY PERSONS
ACTIVITIES, ACTION STEPS	LEVEL	ACTION STEPS, OBJECTIVES, POSSIBLY GOALS

MONITORING
TRANSPARENCY #2

FOUR STEPS IN THE MONITORING PROCESS

Step	How to Implement Step
1. Know what to monitor	Review action steps
2. Conduct monitoring activities	Hold staff meetings Have staff discussions Ask for written reports Conduct on-site visits Observe
3. Compare implementation with plans	Determine the cause for discrepancies
4. Take corrective action	Change activities Change action steps Change time tables Change personnel

Skill Area: Negotiation

Purpose: The purpose of this module is to promote effective negotiation skills which contribute to meaningful interagency agreements.

Learning Objectives: By the end of this session, participants will be able to:

1. Determine needs for negotiation
2. Identify negotiation techniques
3. Apply negotiation techniques in developing cooperative agreements.

Materials for Distribution:

Handout #1 - Negotiating Techniques
Handout #2 - Situation Description
Handout #3 - Role Descriptions
Handout #4 - Interagency Agreement Form

Audio-Visual Equipment:

Newsprint and Easel
Overhead Projector (optional)

Room Arrangement: Optional, but with enough room for several role plays to go on simultaneously.

Time Required: Ninety minutes

Resource Manual Reference: Unit II, Section 2
Unit IV, Section 1

TIME	PROCEDURE	CONTENT
10 mins.	Introduction of Subject	This module addresses the subject of negotiation as a means for two or more parties to reach a cooperative agreement.
	Participant Expectations	Ask participants to state their expectations for this session. Record responses on newsprint.
	Present Learning Objectives	Use either prepared transparency or newsprint to display session objectives.
		Discuss and resolve areas that significantly differ from list of expectations.
25 mins.	Group Brainstorm	Ask participants to identify common situations where negotiation skills are needed by focal points. (Responses should include negotiations with: boards and advisory councils; planning agencies; service agencies such as education, transportation, employment, health, mental health, recreation, nutrition; colocated agencies; the community) Record responses on newsprint. Allow discussion.
		Ask for likely problem areas and discuss implications.
		Ask the participants for ideas for negotiating strategies and techniques. List their responses on the flipchart. (Use Handout #1 for guidance.) At the end of this discussion, distribute Handout #1.
25 mins.	Role Play	Select groups of five persons each. Distribute situation description and role assignments (handouts #2 & 3) to each group and allow 5 minutes for players to become familiar with roles. Note that one person in each group will be an "observer."
		Allow 10 minutes for the groups to conduct their role plays, simultaneously.
	Feedback	After each role play, solicit comments from observers regarding: 1. Techniques used by players 2. Attitudes displayed 3. Quality of results.

TIME	PROCEDURE	CONTENT
		Allow responses from players. Caution players against personalizing responses to criticism.
20 mins.	Agreement Development (Handouts #4)	Divide participants into the same teams of five and instruct each team to develop a written agreement between the two agencies depicted in the role play. Handout #4 should be used as a suggested format.
	Feedback	Allow each team 2-3 minutes to present agreements.
		Elicit discussions re: 1. General strengths and weaknesses 2. Advantages and disadvantages of written format
10 mins.	Review Expectations	Facilitate objective discussions of the extent in which the session fulfilled expectations and accomplished its objectives.
	Evaluation	

Negotiation
Handout #1

NEGOTIATING TECHNIQUES

1. Involve each participating organization and key staff in the planning process from the beginning in order to:

    a. Agree on goals and objectives
    b. See how all parties can benefit from agreement
    c. Agree on roles and responsibilities of each party
    d. Decide on mutually-beneficial timeframe

2. Negotiate in teams of at least two people--including agency directors
3. Put your suggestions for working together in writing, clearly and simply
4. Practice your negotiation beforehand
5. Make sure that you and your negotiating teammates are thoroughly informed and in agreement before the meeting
6. Meet at a neutral location
7. Before the meeting, have a clear idea of what you really want to accomplish. Identify what is negotiable and what is not, and think of what you have that can be of use to another agency
8. Begin the session by discussing elements or resources about which both parties are probably in agreement. Then move to more controversial topics. Avoid discussing elements or resources about which no agreement is likely to be reached.
9. Don't expect too much too soon. Acknowledge potential or common objectives, then develop joint objectives and then reach formal or informal joint agreements.

10. Don't underestimate your power. Remember, the other party has something to gain also.
11. Make moderate, balanced arguments. Don't lose patience, demand the impossible, bluff, talk too much, or get involved in personalities.
12. Be prepared to accept some previously considered compromises. Don't get locked into a single unyielding position.

Negotiation
Handout #2

SITUATION DESCRIPTION

The Wisteria Neighborhood Center has recently been designated a focal point. The staff has been working to expand its services to older people in this predominately low income neighborhood.

The center has agreed informally that the Health Department should provide more services to focal point facilities.

The Center Director and Program Coordinator are about to meet with the Director of Nursing and a public health nurse to discuss how this might be accomplished.

Negotiation
Handout #3

ROLE DESCRIPTIONS

2-a. Center Director - You have been the Director of the Wisteria Neighborhood Center for six years. You are proud of the Center and pleased that the AAA has designated it as a focal point for service delivery to older persons. You have been trying to have a nurse visit your center on a regular basis for two years. You have not had much success. During informal discussions with the Director of Nursing he seems to be supportive, but nothing concrete ever gets done. However, you feel that this meeting might produce results.

****

2-b. Program Coordinator - You have been working at this center for 6 months. You were hired specifically to develop programs for older people subsequent to the Wisteria Center's designation as a focal point agency by AAA.

****

2-c. Director of Nursing Services - While you are theoretically committed to the concept that health services should be a part of a focal point's continum of services, you are not convinced that scheduling a nurse at a center on a regular basis is the best way of handling it.

In addition, you are convinced that the agreement between the County Health Department and the center, informal though it is, will cause a rush of requests for nursing services at other centers so you don't want to set a precedent that could cause strain on your division's resources.

2-d. Public Health Nurse - You also have some concerns about the appropriateness of regularly scheduled nurses visiting the center based on your past experience in another state. You feel that the resources of professional nurses are not well used at the center.

However, you have some ideas about how the Public Health Nursing Services Department could work with centers, which is why your supervisor invited you to this meeting. One of your ideas is for the Nursing Service to train volunteers to do blood pressure screenings and then monitor them periodically.

Negotiation
Handout #4

MEMORANDUM OF COOPERATION
(Inter-agency Agreement)

Between

____
(Agency)

____
(Agency)

____
(Agency)

In order to establish and support Community Focal Points for access to programs and services, the following memorandum of cooperation sets forth the role and contributions of each participating agency and is agreed to by the agencies involved.

A Steering Committee shall be established consisting of representatives from ________________, ________________ and ________________.
(list agencies)

Each of these individuals will have one vote in any decision making process. All votes shall be subject to legal and fiscal constraints imposed by the respective agencies.

The Steering Committee will meet on __________ and ______________
(date) (frequency)

thereafter, until such time as it is agreed to revise the schedule.

The responsibilities of the Steering Committee shall be to:

1. Identify short and long range goals for improved access to services,
2. Identify resources to support achievement of goals,
3. Insure that resources and responsibilities will be equitably shared in the conduct of focal point activities.
4. Develop strategies to promote the Community Focal Point Concept to non-participating agencies.

Negotiation
Handout #4

The Participating Agencies will jointly and individually support the objectives of the Community Focal Point in the following manner(s):

____
(Agency)

____

____

____
(Agency)

____

____

____
(Agency)

____

____

Signatures:

____
(Name and Title)

____
(Name and Title)

____
(Name and Title)

Skill Area: Personnel Management

Purpose: To examine the subject of personnel management, focusing most specifically on how to give feedback in supervising personnel.

Learning Objectives: At the end of this session, participants will be able to:

1. Describe how personnel considerations are essential to an organization.
2. Outline personnel management activities for focal point staff.
3. Develop skills in providing helpful feedback to staff members.
4. State why feedback is a personnel function.

Materials for Distribution:

Sheets of newsprint and markers for small group exercise

Handout #1 (3 pages) - Personnel Management Activities for Focal Point Staff

Handout #2 (2 pages) - Developing Feedback Statements

Audio-Visual Equipment and Materials:

Masking tape

Easel, newsprint, markers

Room Arrangement: Five Tables of 3-6 persons

Time Required: 3 hours

Resource Manual Reference: Unit I, Section 1
Unit II, Section 2
Unit IV, Section 1

TIME	PROCEDURE	CONTENT
2 mins.	Introductory lecturette	Explain that the purpose of this module is to examine the subject of personnel management. Because the topic is so broad, tell the participants that, after an overview of the topic, you will focus in on one particular aspect in detail -- personnel supervision.
3 mins.	Lecturette to describe the importance of personnel management in the accomplishment of program goals	Explain that the basic components of every organization with which a manager must work are: ideas (for program planning), things (for program administration and hiring), and people (for supervising and controlling). Personnel management activities must take place in all three components. For focal point staff, there are two additional considerations. First, the management of volunteers and, second, the management of co-located or out-stationed staff.
15 mins.	Small group exercise to list personnel management activities for each component. Distribute a sheet of newsprint and a marker to the recorder in each small group.	Divide the participants into five working groups of from 3 to 6 people each. Assign one component (planning, administration and hiring, supervising and controlling, volunteers, or co-located or out-stationed staff) to each group. Ask each of the first three groups to list as many personnel management activities as they can think of which should be conducted in that component. Ask each of the last two groups to do the same, except that they must consider activities which relate specifically to their assigned "special" classification of personnel. In each of these groups, participants must consider all three components: planning, administration and hiring, and supervising and controlling. Have each group appoint a recorder to write its list on a sheet of newsprint.
60 mins.	Large group discussion of products of small groups	Ask the recorder from the "planning" group to tape its group's sheet of newsprint to the wall in the front of the

TIME	PROCEDURE	CONTENT
		room, and for each to take 5 minutes to explain the list that they came up with. Ask for questions, comments, and additions from the participants, and cross out any repetitious items. Repeat this process for each of the remaining groups, making changes on preceding lists if necessary to avoid duplication.
5 mins.	Distribute Handout #1 (3 pages), Personnel Management Activities for Focal Point Staff	When the participants' lists are refined, distribute Handout #1, stating that this is a similar version of the product from the previous exercise which they can use for reference.
10 mins.	Introductory lecturette as transition into next session on feedback	Reiterate to the participants that it will be impossible to take the time to discuss all of personnel management in more detail. Instead, explain that for the remainder of the module, you will be focusing on personnel supervision, in particular, feedback. An important aspect of any supervisor's job is reviewing and evaluating the work of his or her staff. Explain that they will spend the next 90 minutes in understanding and developing skills in how to provide helpful information to a staff member about his or her performance, a process which will be called "feedback."
20 mins.	Lecturette to introduce Conclusive and Exploratory feedback	Help participants to understand that even though feedback should be helpful, it can be unhelpful.
	Write "Conclusive Feedback" on flipchart.	Define Conclusive Feedback (or unhelpful feedback) A statement conveying a definitive judgment about the value, appropriateness, and/or accuracy of an idea, of someone's behavior, or of someone's motives.

TIME	PROCEDURE	CONTENT
	Write types on flipchart	Give types of conclusive feedback: (a) Labeling (b) Blaming (c) Objectifying
	Write responses on flipchart	Elicit from the group the kinds of responses that unhelpful (conclusive) feedback may produce in the recipient. (For example: anger, withdrawal, guilt.) Note how these might be helpful in motivating desirable behavior change, yet not in fostering a good learning relationship. It is important to point out that objectifying, labeling, and blaming are not always unhelpful. If the relationship between the two individuals is a strong one of mutual trust, conclusive feedback may lead to discussion and change. Help participants to understand why exploratory feedback is helpful. You may introduce this with the idea that helpful feedback is descriptive rather than evaluative. It leaves persons free to use it in any way they can and reduces the reasons for individuals to act defensively.
	Write "Exploratory Feedback" on flipchart	Define Exploratory Feedback: A statement conveying a subjective description of all or part of an event (a work product, or someone's behavior, and/or the consequences of that behavior) and which may contain a personal reaction to the described event.
	Write types on flipchart	Give types of Exploratory Feedback: (a) Subjectifying (b) Describing (c) Personalizing Discuss and give examples of each type.
20 mins.	Individual exercise. Distribute Handout #2 (2 pages), Developing Feedback Statements	In this exercise, participants will develop and write feedback statements in response to hypothetical situations.

TIME	PROCEDURE	CONTENT
		If participants have difficulty in distinguishing between the various kinds of feedback statements and, therefore, difficulty in writing them, simplify the exercise for them by suggesting that they write a helpful feedback statement.
		It is generally a waste of time to ask the trainees to fill out more than one sheet without debriefing it. If they are making mistakes on page one, they will probably continue to make the same mistakes on page two.
		After the first page is completed ask each participant to read his/her first feedback statement. The group listens to each statement. You may help everyone decide whether the particular response has met the requirements of the exercise.
		If participants demonstrate that they have mastered the art of writing feedback statements, you can move them to the next unit. If, however, they need more practice they could fill out page two.
30 mins.	Lecturette to introduce Appreciative and Confrontive feedback	Introduce with the observation that feedback often focuses on an area of deficiency or behavior that needs improvement. However, it is just as important to consider carefully feedback that is given to highlight or comment on an area of strength.
		Using the following definitions and examples on the flip chart:
		(1) Appreciative Feedback: That which focuses on areas of possible strength. Example: "The client has a lot of confidence in you."
		(2) Confrontive Feedback: That which focuses on areas of possible deficiency. Example: "You confused me by the way you summarized the situation."

TIME	PROCEDURE	CONTENT
		Explain that appreciative feedback may be given in an unhelpful way just as confrontive feedback may be given in a helpful or unhelpful way. Discuss and make sure that participants understand the distinction between appreciative and confrontive feedback.
	Small group exercise to practice giving appreciative and confrontive feedback	Ask participants to sit in a circle in the small group. Assign partners. Ask participants to think of behavior that they have observed in their partners that they appreciate and to develop a helpful appreciative feedback statement and an unhelpful feedback statement for this behavior. Rest of group observes while each person in turn gives both statements (without using notes) to his or her partner. The partner then responds by saying which feedback statement meant more to him or her and why. Ask participants (using the same partners) to think of someone back at the office to whom they might wish to give some confrontive feedback upon their return. Develop and write both a helpful and unhelpful confrontive feedback statement that they would give to this person. One twosome at a time, the two feedback statements are spoken to the partner. The partner then reacts by saying which was the most helpful of the two confrontive statements. If the supposedly helpful feedback wasn't up to minimum standards, you and the group should assist the person. Continue this process until each person has had an opportunity to give and receive confrontive feedback.
15 mins.	Large group Debriefing List responses on flipchart	Explain that, having had some practice in giving and receiving feedback, the participants will now have a better understanding for why feedback is a personnel function. What are some of these reasons?

TIME	PROCEDURE	CONTENT
		End module with any other questions for group consideration, and ask for participant reactions to the feedback exercises.

PERSONNEL MANAGEMENT ACTIVITIES FOR FOCAL POINT STAFF

A. Planning

1. Set personnel policies and procedures. This is accomplished by the board of directors, in consultation with the administrator, and includes the following items.

    - Statement of purpose and responsibility
    - Categories of employment (full time, part time, temporary, volunteer, exempt, non-exempt)
    - Conditions of employment (hours and schedules, reporting hours, compensatory time and/or overtime pay)
    - Other operating procedures (use of vehicles, travel, petty cash)
    - Terms of employment (probationary periods, evaluation, promotions, termination)
    - Employer/employee relations (channel of communication, grievance procedures, labor/management relations)
    - Compensation and benefits (salaries, annual leave, holiday leave, maternity leave, military leave, jury duty, life and health insurance coverage, retirement, Social Security, workman's compensation)
    - Additional considerations (bonding, federal and state laws affecting personnel practices, unemployment compensation)
    - Personnel records (time and attendance practices and records, individual personnel files, records of personnel actions and of past and present salaries, confidentiality)

2. Determine staffing needs for achieving organizational goals

B. Administration and Hiring

1. Draw up organization chart

2. Define liaison lines to facilitate coordination

3. Create position descriptions

4. Establish position qualifications

5. Choose competent people for positions in organization

    - Recruit qualified people for each position
    - Orient new people with the situation
    - Train staff
    - Provide professional development to improve knowledge, attitudes, and skills

C. Supervising and Controlling

1. Supervise staff
    - Delegate responsibility and exact accountability for results
    - Persuade and inspire people to take desired action

---

* Much of this information is taken from Mackenzie, R. Alec, "The Management Process in 3-D," Harvard Business Review, November-December, 1969.

- Coordinate efforts in most effective combination
- Manage differences by encouraging independent thought and resolving conflict
- Manage change by stimulating creativity and innovation in achieving goals

2. Control staff progress toward objectives

   - Establish a reporting system to determine what critical data are needed, how and when
   - Develop performance standards and set conditions that will exist when key duties are well done
   - Measure results in relation to goals and standards
   - Take corrective action to attain standards, replan, and repeat cycle
   - Praise, remunerate, and discipline

D. Special Management Considerations for Volunteers

1. Planning

   - Set policies and procedures (see checklist under "Planning" on page 1 of this handout). Consider also transportation expenses, insurance, scheduling.
   - Determine staffing needs
   - Determine sources for attaining volunteers, and follow appropriate procedures

2. Administration and Hiring

   - Create position descriptions and qualifications
   - Recruit volunteers
   - Orient and train volunteers, or make provision for their sponsoring agency to do so

3. Supervising and Controlling

   - Delegate a coordinator for the volunteers
   - Establish a reporting system
   - Develop performance standards
   - Measure results in relation to goals and standards
   - Take corrective action
   - Praise, remunerate, and discipline

E. Special Management Considerations for Co-Located and Out-Stationed Staff

1. Planning

   - Negotiate with the other agencies (to agree upon objectives, procedures, delineation of roles and responsibilities, time frames, on-site supervision, allocation of space and funds)
   - Put agreements in writing, with appropriate signatures, in the form of either contracts or less formal working agreements

2. Administration and Hiring

   - Establish linking mechanism and channels of communication
   - Familiarize staff with chain of authority, grievance procedures -- through joint training, if appropriate

3. Supervising and Controlling

   - Honor commitments
   - Establish a reporting system
   - Develop performance standards
   - Measure results in relation to goals and standards
   - Take corrective action to attain standards, replan, and repeat cycle
   - Praise, remunerate, and discipline
   - Decide, with all parties involved, to terminate relationship when its usefulness has ended

DEVELOPING FEEDBACK STATEMENTS*

Following is a list of events that you are to pretend you observed in the office. After the description of each event, please write the indicated feedback statement.

I. In a staff meeting, your director, Ms. T., got into a debate-argument with another staff person that, in your opinion, embarrassed the director because it brought out her insensitivity and pettiness. After the meeting, the director called you in and asked for feedback concerning the interchange.

A. Conclusive Feedback (Unhelpful) ______________________________

____

____

____

____

____

B. Exploratory (Helpful)

1. Descriptive Feedback ______________________________

____

____

____

____

2. Personalizing Feedback ______________________________

____

____

____

____

II. While attending an advisory committee meeting which Mary arranged, you notice that the members seem unprepared, and that there is little agreement among them. You have a gut feeling that there has been poor planning.

---

* Taken from "Supervisor as Teacher Training," Washington, D.C.: Legal Services Corporation, 1981

A. Conclusive Feedback

B. Exploratory

1. Descriptive Feedback

2. Personalizing Feedback

III. When reviewing Jan's files, you become aware that they are incomplete. For example, much correspondence regarding interagency contracts is missing. Other information is spotty.

A. Conclusive Feedback

B. Exploratory Feedback

1. Descriptive Feedback

2. Personalizing Feedback

Definitions and Examples

Conclusive vs. Exploratory Feedback

CONCLUSIVE FEEDBACK

Definition:

A statement conveying a definitive judgement about the value, appropriateness and/or accuracy of an idea, of someone's behavior, or of someone's motives.

Types:

1. Labeling: Uses words such as "good," "bad," "incompetent," "appropriate."
2. Blaming: Uses phrases such as "You caused...," "If it were not for you....," "You are responsible for..."
3. Objectifying: States opinion as objective facts such as "this is the way it is..."

Examples:

1. Labeling: "This paragraph lacks coherence and is therefore confusing."
2. Blaming: "You should never put three unconnected ideas in the same paragraph because you cause the reader to be confused."
3. Objectifying: "There are three separate and unrelated ideas in this paragraph."

EXPLORATORY FEEDBACK

Definition:

A statement conveying a subjective description of all or part of an event (a work product, or someone's behavior, and/or the consequences of that behavior) and which may contain a personal reaction to the described event.

Types:

1. Subjectifying: Makes descriptions subjective by using such phrases as "I think...," "In my judgement..."
2. Describing: A non-evaluating description of an event (a work product, or someone's behavior, and/or the consequence of that behavior) and includes a verbal or non-verbal invitation to explore the meaning of the observations.
3. Personalizing: A direct or projected reaction to an event.

Examples:

1. Subjectifying: "In my opinion, you have three separate and unconnected ideas in the paragraph.
2. Describing: "In your presentation you talked about the meals program, the need for cooperation and the health problems of the at-risk elderly. When you asked for questions people shook their heads and didn't say anything. "What do you think is happening?"

3. Personalizing:

   (a) Direct: "I can't understand the connection between the three ideas in this paragraph."

   (b) Projected: "In your presentation you talked about the meals program, the need for cooperation and the health problems of the at-risk elderly. When you asked for questions, people shook their heads and didn't say anything. If I were one of them, I would have wondered what suject you were really talking about.

Skill Area: Planning

Purpose: The purpose of this module is to provide guidance and practice opportunities for participants towards the development of program plans.

Objectives: By the end of this session, participants will be able to:

1. Describe the components of an action plan
2. Identify the basic steps in the planning process.
3. Prepare a plan for improving at least one component of an existing program.

Materials for Distribution:

(1) Guidelines for Brainstorming

(2) Action Plan Worksheet

(3) Sample Action Plan

Audio-Visual Equipment and Materials:

Newsprint and Easel
Overhead Projector
Prepared Module Objectives (Transparency or newsprint)
Transparencies - What is Planning?
- Goals, Objectives and Action Steps
- Techniques for Writing Objectives

Room Arrangement: Optional

Time Required: 2 hours

Resource Manual Reference: Unit I, Section 1
Unit II, Section 1, 3

PLANNING

TIME	PROCEDURE	CONTENT
15 mins.	Introduction of Module Present Goal and Objectives (Prepared newsprint or overhead transparency)	This module provides participants with an overview of basic planning principles and an opportunity to apply these principles in the development of a realistic action plan. By the end of this session, participants will be able to: -describe the components of an action plan -prepare a plan for improving at least one component of an existing program. Each participant will be asked to prepare an action plan based on their own perception of what needs to happen in their program to more effectively serve the older person. Explain to participants that the planning exercise is the basis for assessing the success of the training. Acknowledge that not all participants will be the decision makers that can develop a plan for the total agency to follow, but each participant can prepare an outline of what they feel should happen. When participants are back on the job they should arrange time with whomever, to discuss the plan and make whatever revisions necessary so that at least a portion of the plan can be implemented.
10 mins.	Overview of Planning Identify Needs Establish Objectives Develop Action Plan Implement Action Plan Evaluate Results	Present transparency series What is Planning. This series, if presented in sequential order, can serve as the basis for both presentation and group discussion of the subjects.

PLANNING

TIME	PROCEDURE	CONTENT
15 mins.	The Planning Process	Present Transparency series Goals, Objectives and Action Steps. Facilitate discussion to reinforce the distinction between, and interrelation, of each planning element. Conclude discussion by emphasizing that explicit objectives are essential to subsequent monitoring and assessment activities. Distribute sample action plans
30 mins.	Goal Setting	Instruct participants to brainstorm suggested goals which will enhance the operations of a Focal Point agency. (Facilitator should utilize Guidelines for Brainstorming handout. Trainer note: This exercise will produce goal-ideas that can be useful in the activities that follow. Ask participants to form teams of two and develop a complete goal statement from one of the priority goal-ideas. Ask 2-3 volunteers to present goal statements. Offer comments regarding the strength and weakness of each.
15 mins	Writing Objectives	Present Transparency Techniques for Writing Objectives. Instruct participants to individually develop an objective to support one of the goal statements previously presented. Ask for 3 volunteers to present their objectives. Facilitate group critique utilizing criteria listed on the transparency.

PLANNING

TIME	PROCEDURE	CONTENT
30 mins.	Developing Action Plans	Distribute Action Plan Worksheet and sample Action Plan. Re-state definitions of goals, objectives and action steps. Instruct participants to individually complete the worksheet by addressing a current program need. Observe participants progress and offer assistance as needed.
10 mins.		Instruct participants to: 1. Exchange plans with one another 2. Critique the other person's plan 3. Share observations and recommendations for improvement.
5 mins.		Invite comments and questions while participants are retrieving their work plans.
20 mins		Instruct participants to refine individual action plans.

GUIDELINES FOR BRAINSTORMING

Brainstorming is a method for generating ideas as part of a planning or problem-solving process. It can be done by an individual but works best in groups of six to twelve persons. Larger groups can be subdivided and their output combined later.

You will need:

- Chairs arranged in a circle
- Newsprint and markers
- Someone to act as facilitator
- Someone to record ideas on the newsprint.

Ground rules:

1. Write down every idea. It may be usable now or later.
2. Don't criticize or prejudge any ideas, including your own. Say anything you are thinking. Write down everything.
3. Let your imagination go. The wilder the idea, the better. It may stimulate more and better ideas.
4. Try to produce as many ideas as you can, as fast as the recorder can write them down.
5. Look for ways to combine or improve ideas already recorded. List them as new ideas.
6. Allow the process to continue as long as possible. (It is helpful to set a time limit in advance.)

Using the results:

1. List the criteria for selecting usable ideas. This may include:
   - appropriateness--compatibility with the purposes or goals of the organization;
   - applicability--likelihood that it will achieve desired results
   - availability of resources--staff, time, money, space.
2. Ask the group to identify which ideas meet all the criteria listed. Mark them.
3. Ask the group to rank the ideas that have been marked. (This can be done by concensus or by show of hands.)
4. Make a final list, in order of the ranking.
5. Save the original lists. Some of the ideas may become practical in the future, or may stimulate other new ideas at a later time.

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SAMPLE

ACTION PLAN WORKSHEET

GOAL: To provide educational programs for older persons which will facilitate active participation in the community.

OBJECTIVE: To present five leadership training sessions by March 31, 1982, which will enable at least 15 olders persons to each assume at least one new leadership role in the community.

Step #	Task	Person Responsible	Completion Date
1	Secure Instructor	Program Coordinator	October 15
2	Design Course	Instructor	November 15
3	Determine Costs	Program Coordinator	November 1
4	Approve Plan	Program Council Board	December 1 December 15
5	Allocate Funds	Board	December 15
6	Identify organizations in which older persons might become leaders	Program Coordinator/ Instructor	December 15
7	Schedule Room	Program Coordinator	February 1
8	Announce Course: Newsletter Bulletin, Board, Other	Program Coordinator	February 1
9	Recruit Participants	Program Coordinator	February 1
10	Prepare Course Materials	Instructor	February 1
11	Recruit guest speakers from organizations in step 6	Instructor	February 1
12	Duplicate Course Materials	Program Secretary	February 15
13	Conduct Course	Instructor	March 1-31
14	Evaluate	Instructor Program Coordinator	April 1 April 1
15	Report to Program Council	Program Coordinator	April 15

ACTION PLAN WORKSHEET

GOAL:

OBJECTIVE:

Step #	Task	Person Responsible	Completion Date

GOAL: TO PROVIDE PARTICIPANTS WITH AN OVERVIEW OF BASIC PLANNING PRINCIPLES AND AN OPPORTUNITY TO APPLY THESE PRINCIPLES IN THE DEVELOPMENT OF A REALISTIC ACTION PLAN.

OBJECTIVES:

1. DESCRIBE THE COMPONENTS OF AN ACTION PLAN
2. IDENTIFY THE BASIC STEPS IN THE PLANNING PROCESS
3. PREPARE A PLAN FOR IMPROVING AT LEAST ONE COMPONENT OF AN EXISTING PROGRAM.

What is PLANNING?

Planning

IS A

step by step

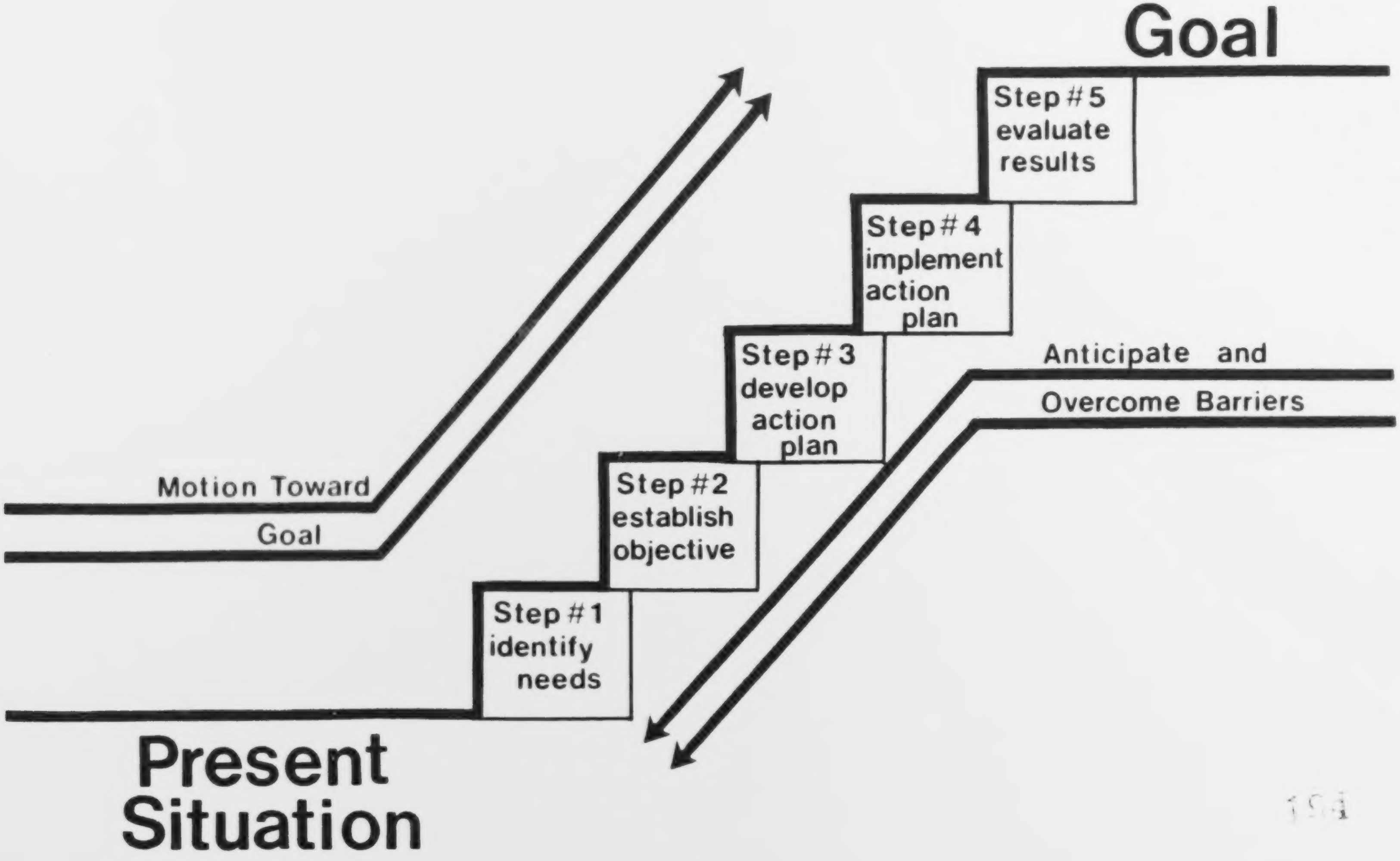
PROCESS TO GET YOU FROM

where you are

TO

where you want to be

STEPS IN PLANNING PROCESS



Goal

Step # 5
evaluate
results

Step # 4
implement
action
plan

Step # 3
develop
action
plan

Step # 2
establish
objective

Step # 1
identify
needs

Present Situation

Motion Toward Goal

Anticipate and Overcome Barriers

STEP #1

Identify Needs

➧ gather data

➧➧ interpret data

➧➧➧ make facts known

➧➧➧➧ arouse interest in action

➧➧➧➧➧ build incentive for change

➧➧➧➧➧➧ determine goal

GOAL DETERMINATION

define the IDEAL

assess the REALITY

form appropriate GOALS

keep them in SIGHT

Goals

tend to be MORE generally acceptable than

Objectives

which are specific.

Good Objectives

CHALLENGE

Status Quo

STEP #2

Establish Objectives

objectives are:

◊ BELIEVABLE - something you can do

◊ ◊ DESIRABLE - needed or wanted by participants

◊ ◊ ◊ ATTAINABLE - can be done in a reasonable period of time

◊ ◊ CONTROLLABLE - results are the logical outcome of the action

◊ MEASURABLE - stated in terms that can be measured

STEP #3

Develop Action Plan

Action plans are detailed lists of steps to be carried out to implement an objective -- they are the....

who ↘

what ↘

where ↘

when and ↘

how!

Involve the WHO in the planning process.

ACTION PLANS

are the result of:

⇨⇨⇨⇨⇨ **IDENTIFYING** ALTERNATIVES

⇨⇨⇨⇨⇨ **"PRICING"** ALTERNATIVES

⇨⇨⇨⇨⇨ **SELECTING** THE COURSE OF ACTION

STEP #4

Implementation of Action Plan

According to your schedule...

- * make assignments
- * provide orientation and training
- * provide the support --- then
- * --- let it go.

Support your staff in the doing--

but your role NOW is in...

STEP #5

Evaluating The Results

What happened?

- good things! – how can it be even better?
- not so good! – why?
  – what next?

back to step #1

Plan

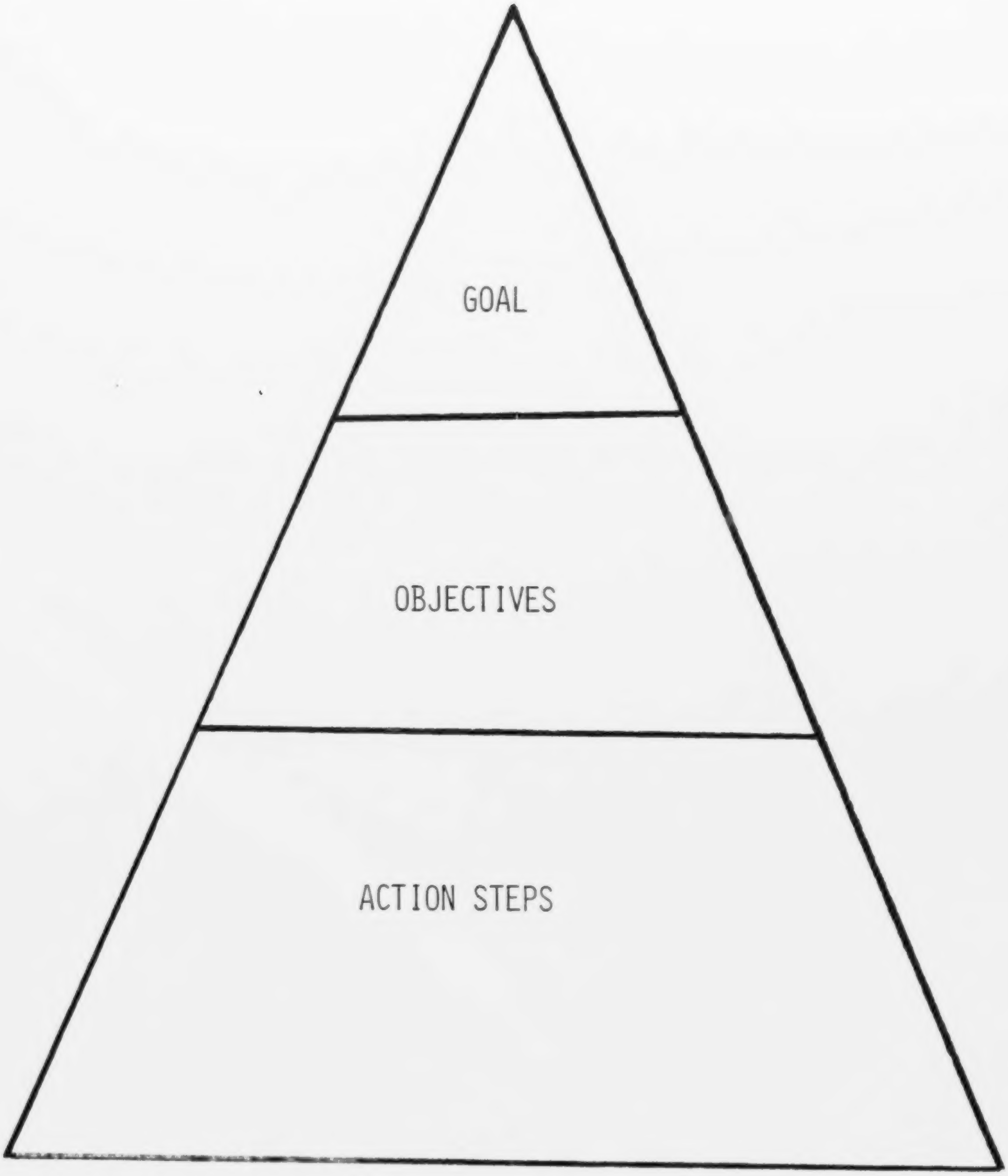
☞ now

so you don’t pay

☞ later

!

HIERARCHY OF PURPOSE


GOAL
OBJECTIVES
ACTION STEPS

TECHNIQUES FOR WRITING OBJECTIVES

1. Use a Strong Verb
2. State Only One Purpose or Aim
3. Specify a Single End Product or Result
4. Specify the Time of Expected Achievement

Skill Area: Program Evaluation

Purpose: The Purpose of this unit is to explain the benefits of program evaluation while offering participants a chance to practice evaluation design and questionnaire design.

Objectives: At the end of this session, participants will be able to:

1. Describe some benefits of program evaluation
2. Give the purpose of program evaluation
3. List steps to consider when designing program evaluation for a community focal point
4. Recognize the difference between an open ended and closed ended question
5. Design a program evaluation for a case study.

Materials for Distribution:

1. The Benefits of Evaluation, one page
2. Steps to Consider when Designing Focal Point Evaluation, one page
3. Examples of Closed Response Questions, one page
4. Examples of Open Response Questions, one page
5. Principles to Follow when Designing Questionnaires, one page
6. Case Studies, four pages

Audio-Visual Equipment:

Overhead, easel with flipchart, masking tape, a felt tipped marder

Room Arrangement:

Optional.

Time Required: 3 hours

Resource Manual Reference: Unit I, Section 1
Unit II, Section 1
Unit III, Section 3

Note: This module is based on content presented in the Older American Volunteer Program: Self-Help Evaluation Handbook prepared by ACTION, Evaluation Division, March, 1981.

TIME	PROCEDURE	CONTENT
5 min.	Introduction	Although program evaluation is frequently ignored, it is a necessary element for improving programming. You may be surprised to learn that the vast majority of evaluation time and effort is not spent distributing questionnaires or surveying workshop participants. Rather it is spent in careful planning, preparation, and other activities.
10 min.	Display Objectives (write objectives on newsprint before session)	Ask participants to identify those objectives displayed that are particularly important to them. Why are they important? Trainer Note: If other objectives are suggested note for future incorporation into this module. Explain that there are so many types of evaluations and designs it is not possible to be comprehensive.
10 min.	Brainstorming to identify benefits of program evaluation	Record responses on newsprint.
10 min.	Distribute Handout #1	Match participant responses with those on the handout. If there are participant responses not matching those on the handout, but that are possible benefits of program evaluation point them out also. Trainer Note: Close out the discussion on benefits of program evaluation by reviewing the following four reasons for program evaluation. If these four reasons have already been covered in discussion this ten minute section can be dropped.
10 min.	Introduce other reasons for program evaluation	1. To satisfy the value of individual and group effort. Advisory Councils, project directors, support staff, senior volunteers and community leaders put much of their time, effort and energy into designing and planning projects. They will want to realize the worth of their efforts - in a positive manner.

TIME	PROCEDURE	CONTENT
		Evaluation is the method of assessing these efforts. 2. To satisfy the requirements of accountability. Projects are generally formulated into viable programs owing to the coordinated efforts of sponsoring agencies. Regardless of whether these sponsors are public or private administrators, there will be a reporting requirement which will help determine the extent or value of their "investment". This value is determined by the evaluation process. 3. To demonstrate to a funding source the the project's worth. Fiscal accountability is a method of evaluation. Required by the funding source, it is a measure of moetary resources allotted and dispensed, matching funds, value of in-kind contributions, etc. Fiscal accountability usually complements the annual evaluation of program goals and objectives. 4. To determine whether the project is moving toward it's stated goals and/or stated objectives. When designing and planning a project, the planners, i.e., those responsible for conducting the community needs assessment, decide the project goals and objectives. The needs assessmentis, itself, a form of evaluation. Based on the needs assessment the goals and objectives of the project are determined.
15 min	Display purpose of evaluation statement	
	(write on newsprint before session)	"The purpose of program evaluation is to 'measure the effects of a program against the goals it set out to accomplish as a means of contributing to subsequent decision-making about the program and improving future programming.'" Ask participants to describe any program evaluation that they have observed (does not have to be one done at a community focal point but should be of an aging program) and how it fulfilled any part of the purpose statement.

TIME	PROCEDURE	CONTENT
		Now that we understand benefits of program evaluation and the purpose of program evaluation let's look at some ways to do program evaluation.
20 min.	Present Steps to Consider in Designing a Community Focal Point Evaluation Distribute Handout #2	The steps in Handout #2 are based on evaluation processes as defined in the Senior Center Standards - Self-Assessment Workbook. These steps are examples of the general steps that can be undertaken to design and implement a study. Go step by step and ask participants for a couple of examples of "How can this be done?"
10 min.	Lecturette on Open Response and Closed Response Questions Distribute Handouts #3 & 4	If you decide to design your own questionnaire, select from either the closed or open response format, or a combination of the two. The clearer, easier to score format is the closed response format. Respondents are asked to check or otherwise indicate their choice of answers from responses provided. Recording the answers involves a simple tally of responses. On an open-response questionnaire, the respondent is requested to give a short answer to a broader question. A "fill in the blank" type question, for example. The open-response format allows respondents to give information freely, using their own owrds or being quoted verbatim. It is somewhat more time-consuming to score, but is generally more revealing in terms of qualitative information, such as anecdotal examples or personal experiences. The majority of questionnaires have primarily closed-response questions, with a few open-response options included. This allows both the quantitative responses important to data gathering as well as the qualitative information which gives depth to the evaluation effort.
5 min.	Stretch Break	

TIME	PROCEDURE	CONTENT
40 min	Small Group Discussions Distribute Handouts #5 & 6	Have participants split up into four smaller groups (4-6 people). Give each group a different case study. Direct them to use the List of "Steps to Consider when Designing a Focal Point Evaluation" as an outline to develop a program evaluation for their case study. Handout #5 gives some guidelines on questionnaire writing.
40 min.	Reports to large group	Recorders have five minutes to report design.
15 min.	Conclusion Use Overhead or Flipchart	Review events of session. Reinforce training by listing the six important factors to remember about program evaluation. Evaluation must be economical. What is the smallest number of reports and statistics necessary to understand and have a reasonably reliable picture of the project? Evaluation must be meaningful. Are you measuring significant items related to the annual goals and objectives? Evaluation must be appropriate. Are the criteria appropriate to evaluating volunteer programs? Evaluation must be timely. Decide which are shortterm and which long-term objectives and when evaluation is appropriate. Evaluation must be simple. Complicated evaluations don't serve those who need its benefits most. The method and purpose of evaluation needs to be clearly and simply stated so that people are encouraged to participate. Evaluation must be operational. Action rather than information is the true goal of evaluation. Why collect and compile information that is interesting but not useful? Evaluate process.

EVALUATION MUST BE ECONOMICAL

EVALUATION MUST BE MEANINGFUL

EVALUATION MUST BE APPROPRIATE

EVALUATION MUST BE TIMELY

EVALUATION MUST BE SIMPLE

EVALUATION MUST BE OPERATIONAL

Handout #1

THE BENEFITS OF EVALUATION

1. review the OAVP project's total operation in light of the standards set in the need area;
2. review a special area of concern;
3. promote an exchange of ideas and information about the project among the participants, staff, and governing body;
4. develop better planning and design capabilities;
5. review and strengthen management and operating procedures and policies;
6. identify project strengths and weaknesses;
7. examine and strengthen the project's role in networking with other community agencies;
8. identify training and technical assistance needs;
9. demonstrate accountability to sponsoring and funding sources;
10. compare the operations of one project with another of similar design;
11. enhance evaluation knowledge and skills;
12. promote new ideas and new concepts.[5]

Older American Volunteer Program: Self-Help Evaluation Handbook. Washington, D.C.: ACTION, 1981.

Handout #2

Steps to Consider when Designing a Self-Evaluation

Phase	Description
DESIGN	1. Obtain the support of the governing or advisory board, staff and participants
	2. Select an evaluation coordinator to oversee the evaluation process
	3. Form a self-evaluation committee
	4. Specify topics to be evaluated
	5. Develop a schedule of activities
	6. Collect and research available documentation, reports, forms
	7. Select an evaluation design
	8. Design instruments
	9. Specify data collection procedures
	10. Pre-test for reliability
CONDUCT	11. Conduct self-evaluation activities
	12. Collect and analyze findings
REVIEW	13. Report findings
	14. Review self-evaluation processes
	15. Use the findings

Older American Volunteer Program: Self-Help Evaluation Handbook. Washington, D.C.: ACTION, 1981.

Handout #3

Examples of Closed Response Questions

Are the activities of volunteers in accordance with program guidelines?

Yes____ No_____

Is inservice training provided for volunteers?

Yes_____ No_____

Are orientation/training sessions provided for volunteers before they begin their assignments?

Yes_____ No_____

Do the volunteers receive transportation assistance?

Yes_____ No_____

Do you receive transportation assistance/reimbursement?

Yes_____ No_____

Do you sponsor recognition ceremonies/banquets?

Yes_____ No_____

Have you attended any recognition ceremonies/banquets?

Yes_____ No_____

Does the advisory Council meet monthly_____ quarterly_____
bi-annually_____ annually_____ other_____?

Over the past year, how many Advisory Council meetings have you attended?

All_____ Most_____ Some_____ None_____

As a volunteer, have you met any Advisory Council Members?

Yes____ No_____ Not sure_____

Older American Volunteer Program: Self-Help Evaluation Handbook. Washington, D.C.: ACTION, 1981.

Handout #4

Examples of Open Response Questions

What are the primary objectives of the project?________________

____

____

____

How many Advisory Council members are there? _____
How many women are on the Advisory Council? _____
How many men are on the Advisory Council? _____
What percentage of council members are over 60? _____
How often does the Advisory Council meet? _____

What are the primary responsibilities of the Advisory Council?

____

____

What primary basic human need (BHN) does each volunteer station address?
Name of station________________ BHN________________
Name of station________________ BHN________________

As a volunteer, what are your primary activities?________________

____

How would you describe the supervision you receive?____________

How does the local community support the project?______________

____

____

What new linkages have you established with other community agencies?________________________________

____

____

Who made the first contacts?________________________

Older American Volunteer Program: Self-Help Evaluation Handbook.
Washington, D.C. ACTION, 1981

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Handout #5

Principles to Follow When Designing Questionnaires

1. As much as possible, ask about specific and recent events or time periods. This allows the respondent to focus on a concrete frame of reference.

2. When asking a closed-response question, allow the opportunity to select from all available options. Besides "yes" and "no" responses, you may want to include "no opinion" or "other, please explain" as possible options.

3. Be sure you don't answer the question by the way you ask it. For example, questions such as "Are monthly staff meetings held?" or "Do you work with abused infants and children?" suggest information which the respondent should be providing the interviewer. You may consider asking: "How often are staff meetings held?" or "To whom do you provide services?"

4. Clearly identify the frame of reference of the respondent population, then prepare the questions accordingly. What vocabulary level is appropriate. The advisory council members, project staff and volunteers may have different levels of working knowledge in reference to the program. By allowing for an alternative response such as "no opinion" or "I haven't had much involvement in that," you give the respondent a graceful out to a difficult or non-representative question.

5. Take into consideration the particular perspectives or peculiar biases involved before formulating the questions. Put yourself in the respondent's position before you begin to ask the questions. Does it make sense?

6. Arrange the questions in a logical order. Be specific, unambiguous and aim for a simple format that will not overburden either the interviewer or the respondent.

Older American Volunteer Program: Self-Help Evaluation Handbook. Washington, D.C. ACTION, 1981.

Handout #6

Case Studies

To design program evaluations for the following case studies the small groups may with to "fill in" details.

Case Study #1

The Sharpesville Senior Volunteers to Needy Children matches community residents 55 years of age and over with children referred to the Sharpesville Focal Point by local mental retardation facilities, hospitals, schools, daycare centers, and halfway houses. Recent program changes have emphsized child abuse and neglect and juvenile offenders.

At three sites eleven volunteers serve an average of ten hours a week at these new placements. Volunteers receive transportation, a free pass for lunches at the Sharpesville Senior Center, a annual physical examination, insurance while on the job, and recognition for their services.

Members of the advisory council are concerned about possible stress these new assignments may place on the older volunteer. Design an evaluation to measure the effect of the program on volunteers and guide future decision making on the program.

Case Study #2

Odessa's Companion Program matches volunteers 55 years of age and over with experience in the health profession with homebound elderly. The volunteers work in cooperation with a social worker assigned to the focal point by the county health services. The volunteers average fifteen hours a week assisting the homebound with physical, emotional and mental disabilities following a health service plan written by the social worker and the volunteers. Six volunteers currently servce eight homebound individuals aged 57 to 94.

Mr. Denvence on the focal point advisory board is concerned that volunteers end up doing house cleaning most of the time for the clients. Design an evaluation to assess if this is true and to resolve the problem that Mr. Denvence raises, if it exists.

Case Study #3

Marion County's community focal point has a successful volunteer program in the areas of service to homebound, disabled older veterans. Mr. Rames (pronounced rams) after reviewing the records of his 34 volunteers discovered that all of them have professional backgrounds. He would like to reach retired blue collar workers to participate as volunteers in the program. 60% of retired residents in Marion County held blue collar jobs.

Mr. Dant, a wealthy local businessman is willing to donate $5000 for a training program to teach appropriate volunteer skills needed for the volunteer program to individuals living in the county and nearing retirement. Before Mr. Dant gives the money, though, he wants Mr. Rames to develop a recruitment program with an evaluation design that will collect information to see if the recruitment effectively reaches blue collar workers. Design the evaluation.

Case Study #4

The Senior Citizen's Fellowship (SCF) and the Ecumenical Advisory Committee on the Elderly (EACE) merged two months ago. SCF offers home deliveries of grocery orders to the homebound elderly, housing advocacy to the elderly , and transportation services. EACE can supply volunteers and some financial assistance. SCF's services developed as they felt the needs demanded. EACE is more organizationally oriented.

EACE wants to evaluate the effectiveness of current programs to decide if they should be contimued and/or new programs begun. Design an evaluation that would help the new partnership plan volunteer participation and resource allocations for current or new service delivery.

Skill Area: Public Relations Techniques

Purpose: The purpose of this unit is to introduce participants to the use of public relations in community focal point agencies and to increase their skills in responding to questions from print and broadcast media and from the general public.

Learning Objectives: By the end of this session, you will be able to:

1. Define "public relations" and explain its importance to a community focal point
2. Identify at least 15 of the more than 100 public relations techniques available to a community focal point
3. List at least 10 strategies for responding to questions from print and broadcast media and from the general public
4. Provide appropriate on-the-record responses to questions from print and broadcast media in a variety of simulated situations

Handouts:

Handout #1--Public Relations Tool Available to a Community Focal Point
Handout #2--Role Play Instructions: PERSON A
Handout #3--Role Play Instructions: PERSON B
Handout #4--Role Play Instructions: Phil Donahue
Handout #5--Role Play Instructions: The Guest
Handout #6--Role Play Instructions: The Audience
Handout #7--Planning a Community Focal Point Public Relations Program

Resource Manual Reference: Unit IV, Section 3

Trainer's Note: This module includes a number of complex handouts. Before presenting this module make a special effort to be familiar with this whole module so that your instructions are accurate and clear.

Audio-Visual Equipment:

Easel with flipchart, masking tape, a felt-tipped marker, and, if possible, a small bell (to simulate a telephone ringing)

Room Arrangement

Optional until short role plays. During short role plays--if room allows--chairs should be placed in two lines:

```
● trainer              0   0   0   0   0
                    ●
0 participants         0   0   0   0   0
```

If two lines are not possible for the short role plays, participants should form pairs wherever possible.

For the extended role play, a single chair should be placed facing the audience. For example:

```
                                  0
                    0                      0
0 participants         0   0●  0   0   0   0
                         0   0   0   0   0   0
                             0   0   0
```

Time Required: 3 hours

TIME	PROCEDURE	CONTENT
10 mins		INTRODUCTION AND OBJECTIVES
	Begin introduction of unit	I'd like to begin the Public Relations module by describing six situations--situations that all of us could face as focal point staff. And then I'd like to ask you what are the factors that these six situations share in common.
		I'd like to ask you to close your eyes and really try to put yourselves in each one of these situations. Sit back, take a deep breath, and close your eyes. Okay?
		Okay, here we go:
		(1) You're on a television program being interviewed about a new innovative program at your agency. You've never been on television before. You know that your Board members are watching. All the staff at your agency are watching. Your mother is watching. The lights are hot. You're sweating. You're feeling very nervous. The host of the show is looking at you. Now he's asking you the first question. You're trying to force yourself to concentrate. Okay?
		(2) You're sitting at your desk at work. A newspaper reporter calls you up. She begins to ask you questions about one of the programs at your agency. You hear a little beep in the background, and you realize that she is recording everything you say.
		(3) You're at a party. A middle-aged man asks you where you work. He's never heard of your agency. He begins asking you questions. You gradually discover he has an elderly mother who is very isolated. He asks you if your focal point could help.

TIME	PROCEDURE	CONTENT
		(4) You've been invited to appear on a a panel at the Annual Conference of the National Council on Aging. You're to be there with other focal point staff from around the country to discuss common problems faced by focal points. The Chairperson has just opened the meeting to questions from the floor. The first member of the audience to speak begins to ridicule a point you've made. She challenges you to clarify it.
		(5) You're sitting in the back of the audience at a Board Meeting of your focal point. You are tired and wish you had skipped the meeting and gone home for a hot bath. Suddenly you hear your name being mentioned. The Chairman of the Board is turning toward you and asking you to come up to the front to answer questions about a new focal point mangagement policy.
		(6) You're on a radio talk show with a huge audience. People are calling in with questions about aging. But everytime you try to answer, the host interrupts you with another question.
	Record responses on flipchart	Now in these six situations, what are some of the features that all--or most-- of the situations share in common?
		SAMPLE RESPONSES
		--All involve public relations
		--All involve responding to questions
		--In most, whatever you say is going to be heard by a large number of people--what you say is "on the record"
		--All involve thinking on your feet
		--Some involve potential "damage" if you say the wrong thing

TIME	PROCEDURE	CONTENT
		--All involve your focal point --All involve questions you may not have expected or been prepared for --What you say shapes the focal point's image with, at least, some of its "publics"
	Comment	You're right. Everyone of these situations involves Public Relations--even answering the question at the party. And they all involve questions--sometimes questions that can catch us off guard, that we may not have expected, that we may not be prepared to answer. Maybe questions we don't want to answer. And in a number of them, the answers can be very important. Especially when we're talking "on the record" to the media. Or when we're up in front of a big group. Or when it's the Chairman of the Board asking the questions. The other thing they share in common is that it can be enormously helpful to practice the skills involved in responding to these situations. But we usually don't get the practice. And we usually don't face these situations often enough to really figure out the best strategies for handling them. And that's why I think this can be a very useful module. We're going to spend some time developing strategies and options for handling these kinds of situations, and we'll practice some situations where we'll have to think on our feet and try putting some of these options into practice. We'll even get to pretend we're on a famous television program. And someone will get to play the part of Phil Donahue.

TIME	PROCEDURE	CONTENT
		We'll do a number of other things, too. Here are the objectives for this session.
	Display objectives on flipchart	*Discuss objectives*
		OBJECTIVES By the end of this session, you will be able to: 1. Define "public relations" and explain its importance to a community focal point 2. Identify at least 15 of the more than 100 public relations techniques available to a community focal point 3. Have access to a comprehensive guide for planning a public relations program tailored to your community focal point 4. List at least 10 strategies for responding to questions from print and broadcast media and from the general public 5. Provide appropriate on-the-record responses to questions from print and broadcast media in a variety of simulated situations
	Seek responses	Does this look okay to everybody?
10 mins.		OVERVIEW OF PUBLIC RELATIONS AND COMMUNITY FOCAL POINTS
	Seek Responses	Can anyone give me a definition of "Public Relations?"
	Display definition of public relations on flipchart	There are a number of definitions in the dictionary, but the one I like says that Public Relations is: The art or science of developing reciprocal understanding and goodwill between a person, firm, or institution and the public.

TIME	PROCEDURE	CONTENT
		As you would expect, the definition includes "understanding and good will." These are always the goals of any public relations strategy whether it's for a politician, a movie star, or a focal point agency." A key word here is "reciprocal." If you want your community to "understand" your focal point agency, you have to start by developing an understanding of your community. Why does a community focal point need good public relations?
	Seek responses on importance of good public relations to a community focal point	SAMPLE RESPONSES --To inform older people about programs and services --To attract volunteers --To create new awareness of the problems and opportunities of growing older --To encourage new requests for services --To generate financial support
	Seek responses	Is there any reason why good public relations might be more critical now than ever before? Make the following point if participants have not made it: --Because traditional Federal support for social services is being stripped away, we have to be able to go to new sources for financial support. And a strong public image helps when, say, you're going to the County Commissioners or the City Council for money. These people need to know the kind of positive things we're doing before they'll lend us any kind of support, financial or otherwise.

TIME	PROCEDURE	CONTENT
	Seek Responses	Think for a minute about all the focal points in the United States. What percentage of these would you say have a public relations program?
	Comment	The answer is, of course, that every focal point has a public relations program--even if they don't know it. Some are unintentional and without design and frequently result in poor public relations. But every focal point has a public relations program. Why? Because public relations includes almost every facet of a focal point's operations. Everything from the posters and signs on the agency's buildings to the payroll checks cashed by the employees in local business establishments. From newspaper coverage of the minutes of monthly board meetings and from formal speeches at the Rotary Club or the Lions Club to informal telephone conversations All of these activities mean contact with someone in the public and influence their feelings and attitudes toward the focal point--favorably or unfavorably..
10 mins.		PUBLIC RELATIONS TOOLS AVAILABLE TO A FOCAL POINT
	Distribute Handout #1 -- Public Relations Tool Available to a Community Focal Point	You can really see how everything a focal point does helps to shape its image with the public by taking a look at this handout. It lists the more than 100 different public relations tools that are available to a focal point. *Summarize the kinds of tools in each of the four categories in the handout.* *The important points to make are that there are countless tools available for PR in a focal point and that this handout can help suggest ideas to try.*

TIME	PROCEDURE	CONTENT
10 mins.		GENERATING STRATEGIES FOR HANDLING QUESTIONS FROM THE MEDIA
	Transition into generating strategies for handling questions from the media	Okay, given that public relations is important to a focal point and given that there are hundreds of tools available for us to use, let's narrow our focus. Let's focus on one set of skills--the skills involved when you are answering questions from members of the public.
	Seek responses to questions about participant experience with the media	How many of you have ever had experience with this kind of thing? How many people have been interviewed on television? Was it about your focal point? How many on radio? By a newspaper reporter? How many have taken calls from the media over the phone? How many have ever been asked questions about your focal point after a speech or panel presentation? How many have been asked questions about your focal point informally?
	Record responses on flipchart of strategies for responding to media	Based on this experience, what tips or strategies would you suggest for dealing with questions from the media? What are some general guidelines you would suggest?
		Trainer Note: This list will be in continuing use throughout the remainder of this module. Title it "STRATEGIES" or "OPTIONS." Print as clearly as you can. Write the options in as few words as possible and in declarative form: e.g., LISTEN CAREFULLY (rather than Try to Listen Carefully). As each flipchart sheet is filled, tape it in a prominent place and begin a new sheet. You will return to this list at the end of each of the short role plays to add new options or to re-emphasize existing ones. Options can be either general in nature or narrow, relating to particular situations or specific media, e.g. radio talk shows. Unless you strongly disagree, record every suggested strategy. The list can be revised during and after the role plays.
		If there aren't many initial strategies suggested, you may use such prompts as:

TIME PROCEDURE CONTENT

- *Would you suggest that people be candid as a general rule?*
- *What would you suggest if you don't understand the question?*
- *Any suggestions for when you're on a tv program?*
- *Anything different if you're on radio?*

Include the following strategies on the list if participants have not mentioned them:

--A GENERAL RULE: BE CANDID

--LISTEN CAREFULLY TO THE QUESTION

--A GENERAL RULE: NEVER ATTACK YOUR CRITICS *(You can comment that attacking your critics almost never pays and can often boomerang. And never attack your questioner, no matter how rude or aggressive. If they're in the media, you can bet they'll have the last word).*

--A GENERAL RULE: NEVER CRITICIZE ANYONE BY NAME *(You can comment that diplomacy and qualified praise are almost always safer and more effective in the long run).*

--IF YOU DON'T KNOW THE ANSWER, FIND OUT. ASSUME YOU'LL HEAR THE QUESTION AGAIN

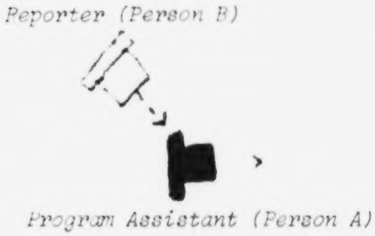
This list is a good start. Now are you ready for some role play situations?

10 mins.

SET UP FOR ROLE PLAYS

1. *Choose partners: If room size allows, have participants stand forming two lines. Their chairs should be within reach. Tell them to find a partner in the line they are facing.*

● *trainer* ● O O O O O O
O *participants* O O O O O O

TIME	PROCEDURE	CONTENT
		If two lines are not possible, have participants form pairs wherever they can.
	Distribute Handout #2 "Role Play Instructions: Person A"	2. Designate Person A's. Designate one of the lines to be the Person A's in every role play. Give them Handout #2--ROLE PLAY INSTRUCTIONS: PERSON A. (If participants are not in lines but are in pairs scattered throughout the room, assign one member of each pair--e.g. all those on the side nearest the door--to be Person A).
	Distribute Handout #3 "Role Play Instructions: Person B"	3. Designate Person B's. Designate the remaining members of each pair as the Person B's. Give them Handout #3--ROLE PLAY INSTRUCTIONS: PERSON B.
		4. Explain Handouts. The first page has the approach to take in all role plays. Their parts for all role plays follow. Page 2 has their part for the first role play. They should not compare notes with their partner before the role play starts or read ahead.
		5. Arrangement of Chairs. The first role play involves a telephone call from a reporter to a focal point program assistant. Tell them this is a hard one since in a real telephone situation, you can't see the other speaker. If space allows you can make it more realistic for the person who will be answering the questions, by having the program assistant (Person A) sit facing straight ahead. Have the Reporter (Person B) sit facing the program assistant, just off one shoulder, just out of eyesight.
20 mins.		ROLE PLAY #1: "TELEPHONE CALL FROM REPORTER"
		1. Summarize General Guidelines For Short Role Plays on Page 1 of both handouts.

TIME PROCEDURE CONTENT

2. *Read parts. All Person A's are Steve Sharfstein, Program Assistant. All Person B's are Joann Carpenter, Reporter. The situation is simple. It's a telephone call. The Reporter is calling the Program Assistant and asking some questions. Have them read over their parts.*

3. *Talk Privately to Reporters. Because it's the first role play and you want it to work and because the Reporter's role is the key one, immediately call all the Reporter's over to a place where you can talk to them without being overheard by their partners. (a corner of the room; just outside the door, etc.) Make sure they understand their role. All they have to do is ask each of the questions--one at a time, in a conversational manner. They are just trying to learn about his program. They can ask any other questions they want.*

4. *Ground Roles. Explain the ground rules for all of the short role plays:*

   o *There must be silence when you are giving instructions.*

   o *You will tell them when to start. This role play will begin on your signal when Steve Sharfstein's telephone rings. You will signal this by ringing a bell (if you don't have one, you might say, "Rinnnng. Rinnnng.")*

   o *When you yell, "FREEZE!," everyone freezes. No movement. No sound.*

5. *Conduct Role Play. Start the role play. Let it go long enough for all the Reporters to have asked three of four questions. Stop it by yelling, "FREEZE."*

6. *Process Role Play.*

   o *First ask for feelings of the Program Assistants.*

TIME **PROCEDURE** **CONTENT**

- Ask for some Reporters to discuss their reactions to the role play--just a few, briefly.
- Focus on what happened in the various pairs during the role plays: tactics, options. If you have a large group, avoid getting reports from every pair. You have to move briskly. Just try to identify different strategies. If new strategies for dealing with the media come to light, add them to your ongoing list. If an existing strategy is re-emphasized put a check by it. (Follow this procedure for all the short role plays.)
- Add the following strategy to the list if participants have not suggested it:

  --**S.O.P. FOR PRESS CONTACT.** Explain that every focal point should have a "standard operating policy" for contact with the media. All staff should know who is and who is not to deal with the media. In the role play, it is possible that Sharfstein would have been designated to talk to the media about his program. But since he was a jnior level staff person, it is also likely that this wasn't the case. Very gently point out that if in doubt, his wisest option would have been to check this out before talking. Note: If one of the "Sharfsteins" should defend his choice of talking to the reporter, don't argue. Support him. Remember the overall instructions say "Anything you do is alright." Be accepting and supportive. Try to get him to identify circumstances in which it would be inappropriate to talk to the media.
- Note: Throughout the role plays, there will be an increasing tendency of participants to try to make the "correct" response to questions. Do not allow any participant to be criticized for an "incorrect" response to a situation, however. The instructions allow them the option of experimenting in the role plays. Anything they do is okay.

TIME **PROCEDURE** **CONTENT**

10 mins.

ROLE PLAY #2: "TELEVISION INTERVIEW"

1. *Change Partners. All Person B's stay put. All Person A's find a new partner. Have each pair make sure they have both a Person A and B.*

2. *Adjust Chairs. Have pairs adjust chairs as if for a television interview:*

3. *Check Parts. Person A=Executive Director Person B=T.V. Public Affairs Host. Tell them there are only two minutes left in the show. You are playing the Director and you're cutting it off in two minutes. Tell the T.V. Hosts to just go with the questions that's on their handout. Tell them you will start the role play by saying, "GO!"*

4. *Conduct Role Play:*

   o "GO!"

   o In exactly two minutes, yell "FREEZE."

5. *Process Role Play:*

   o Ask the T.V. Hosts how they felt.

   o Ask the Executive Directors how they felt and what they did.

   o Record any new strategies. Check any that are re-emphasized.

   o Where appropriate, indicate the instructions for the Executive Directors emphasized the strategy of:

Add strategy to ongoing list of strategies on flipchart.

KNOW YOUR MESSAGE. SMOOTHLY WORK IT IN

Explain it never hurts to take a proactive stance--to think through what you want to communicate while you have the rare opportunity of a large audience. Mention how Robert Kennedy observed that when he had an audience in the millions on, for example, Meet the Press, he would use the opportunity to work his message in during the questioning. Mention how there is an art to doing this smoothly.

TIME	PROCEDURE	CONTENT
		ROLE PLAY #3 "RADIO INTERVIEW" 1. *Optional: Change Partners: If you have time and it's enlivening the role plays, have them change partners.* 2. *Check Parts. It's the last few questions of a 30-minute radio interview. The Radio Interviewer (Judy Brannon) has been asking the Deputy Director (Steve Arbitman) a wide range of questions about his agency, national policy on the elderly, etc. Have them read their roles. Tell the Radio Interviewers they can go with their questions as written on their handout. Ask if any of the Radio Interviewers are unclear on their part. If they are, explain it privately.* 3. *Conduct Role Play:* o *"GO!"* o *"FREEZE!"* 4. *Process:* o *Focus on how various Deputy Directors handled the unexpected interruption.* o *Again, record any new strategies on ongoing list. Participants should suggest a way to handle interruptions such as the following:*
	Add strategy to ongoing list of strategies on flipchart.	HANDLING INTERRUPTIONS: 1. ALWAYS BE GRACIOUS 2. "BEFORE I ANSWER THAT, I'D LIKE TO GET BACK TO WHAT I WAS SAYING..."
20 mins.		OPTIONAL: ROLE PLAY #4: "TELEPHONE CALL TO FOCAL POINT EXECUTIVE DIRECTOR" *Note: Role Play #4 is optional. Use it if you have time for it. If you do not use it, be sure to add the "call-back option" (explained below) to your ongoing list of strategies.*

TIME **PROCEDURE** **CONTENT**

1. *Change Partners.* All Person A's stay put. All Person B's find a different partner. Have each pair make sure they have both Person A and B.

Reporter (Person B)

Executive Director (Person A)

2. *Arrangement of Chairs.* This role play involves a telephone call from a reporter to a focal point executive director. As in the first role play, you may wish to have participants arrange chairs in order to better simulate a phone conservation.

3. *Check parts.* All Person A's are Sarah Brice, Executive Director. All Person B's are Robert Russell, Reporter. The situation is simple. It's a telephone call. The Reporter is calling the Executive Director and asking some questions. Have them read over their parts.

4. *Talk Privately to Reporters.* Because the Reporter's role is the key one, immediately call all the Reporters over to a place where you can talk to them without being overheard by their partners. (a corner of the room; just outside the door, etc.) Make sure they understand their role. Explain to them that they really *do* have serious allegations of embezzlement and know their story is probably solid. *All they have to do is ask each of the questions--one at a time, in a conversational manner.* Try to get Ms. Brice to start talking to them. If she asks for information from them on the allegations, they can play it by ear, etc. When they all understand their parts, have them rejoin their partners.

5. *Conduct Role Play.* Start the role play. Let it go long enough for all the Reporters to have covered all the questions. Stop it by yelling, "FREEZE."

TIME	PROCEDURE	CONTENT
		6. Process Role Play o First ask for feelings of the Executive Directors. Be sensitive to any Executive Directors that may have strong feeling (surprise, excitement, etc.) due to the role play. Be sure to let them express their feelings. o Ask for some Reporters to discuss their reactions to role play--just a few, briefly o Focus on what happened in the various pairs during the role plays: tactics, options. Move briskly. Just try to identify different strategies. If new strategies for dealing with the media come to light, add them to your ongoing list. If an existing strategy is re-emphasized, put a check by it. o Mention that the role play is unrealistic. Of course no focal point staff person would misappropriate funds. And they can assume that subsequent information proved the reporter's story to be in error. Point out the point of the role play is to give us practice in handling even totally unexpected questions.
	Add "the call-back option" to ongoing list of strategies	7. Add the following strategy to the list if participants have not suggested it: --THE CALL-BACK OPTION. Explain that it's perfectly acceptable to ask the reporter to call you back in 15 minutes. This can give you time to gather your thoughts, figure out what you want to say, discuss your response with others or gather facts. There are a number of ways that seasoned pros might phrase this request including: "I have someone in my office right now, can I call you right back?" "I have someone on the other line. Would it be alright if I call you back in 15 minutes?"

TIME	PROCEDURE	CONTENT
	Transition into Group Roleplay	Now, we're going to try a group role play where everybody is involved at once. And to get into the mood for it, you should all immediately begin to imagine that you are Phil Donahue groupies. Your life dream has been to actually watch one of his shows live. And now you've finally gotten tickets. You've flown to Chicago just to watch the show. And now you're entering the studio. Unfortunately, you're first going to have to help arrange the seating in the studio...
45 mins.		GROUP ROLE PLAY: THE PHIL DONAHUE SHOW
		1. *Rearrange Chairs. Arrange one chair facing an audience.*
		2. *Choose Role Players. Select one person to be an Executive Director of a focal point appearing on the Phil Donahue Show. Select one person to play Phil Donahue. These are key parts. Ask participants you think would to well if they would be willing do volunteer.*
		3. *Explain Situation. Explain that we are going to do a group role play in which an Executive Director of a focal point program is being interviewed on the Phil Donahue Show. This will give us a chance to try responding to questions from a group on an extended basis. The role play will begin at the point when all questions are coming from the audience--just after a return from a commercial.*
	Distribute Handouts: #4 to Phil Donahue #5 to Guest	4. *Ask the host (Phil Donahue) and the Guest to leave the room. As they leave, distribute Handouts #4 and #5 to them with their respective roles.*
	Distribute Handout #6, "Role Play Instructions for Audience," to Remainin Participants	5. *Give audience its role. Distribute Handout #6 to remaining participants who are to be the "audience." Make sure they understand it. Encourage someone to try a question from the Angry/Hostile category.*

TIME **PROCEDURE** **CONTENT**

Tell them that the role play will begin when you (the trainer playing the announcer will announce, "And now, once again, here's Phil Donahue." On that line they should begin applauding as Donahue strides back out on the stage.

6. *Discuss roles with guest and Donahue. Immediately go outside the room and make sure the guest and Phil Donahue understand their roles. Once they're ready, have the guest go back inside and take his/her seat in front of the audience.*

7. *Conduct Role Play.*

   o *Announce,* "And now, once again, here's Phil Donahue." (ROLE PLAY SCENARIO: *The audience begins sustained applause and cheers. Phil Donahue strides out onto the stage, taking several bows. He has the first member of the audience ask a question And the role play is off.)*

   o *Intervene only if absolutely required (e.g. a role player has trouble getting started or breaks role.)*

   o *Let it run 10-15 minutes, as long as it is going well.*

   o *When it seems appropriate (i.e., 10-15 minutes or when it seems to be loosing energy), end the role play by yelling "CUT" and walking between the guests and the audience.*

8. *Process the Role Play:*

   o *If appropriate begin by leading audience in applause for Phil and the Guest.*

   o *Then call the Guest by his real name. Ask him how he/she felt during the role play. Give him time to talk and express his feelings.*

TIME	PROCEDURE	CONTENT
		o *Next call "Phil Donahue" by his real name and ask for his feelings.* o *Next ask members of the audience for some of their reactions.* o *Ask members of the audience to comment on the role play from their role as "observations." What insights or observations do they have about the way particular questions could have been or were handled? Etc.* o *Again, record any new insights on the ongoing list of strategies.*
		SUMMARY
20 mins.	Return to Flipchart with Objectives	1. *Go back very briefly to the Objectives for this unit and review what has been covered:* o *When you reach Objective 3.* (To list at least 10 strategies for responding to questions from print and broadcast media and from the general public), *mention that in addition to the options on the list that participants have generated throughout the workshop, there are other strategies suggested in the section on public relations in Community Focal Points for Comprehensive Service Delivery to Older People: A Resource Manual, such as ways to go about arranging a television interview, etc.*
	Distribute Handout #7 "Planning a Community Focal Point Public Relations Program"	2. *Explain that this handout (#7) summarizes the key steps involved in developing a public relations strategy for a focal point.*

TIME	PROCEDURE	CONTENT
	Record responses to these three questions.	*3. Evaluation* *Let participants discuss their experience of the workshop by asking them three questions--one at a time. Write their comments down on the flip chart.* *1. What did you like about the module?* *2. What did you not like?* *3. How could we make the module better?*

PUBLIC RELATIONS MODULE

Handout #1

Public Relations Tools Available to a Community Focal Point

The list of potential tools for a strong PR program is almost limitless, as any experienced Public Relations practitioner can testify. For purposes of Community Focal Point (CFP) planning, however, these tools can be classified into four categories:

A. The "External" Press--Newspapers, Magazines, and Special Publications
B. The "Air Waves"--Radio and Television Broadcasting
C. Focal Point Printing --Newsletters, Reports, Displays, and Special Mailings
D. The Spoken Word--Speeches, Audio-Visual Presentations, and Word-of-Mouth

No CFP will make use of all of the tools in each of these categories, but the list may be helpful to the CFP in seeking new ways to "tell the community focal point story."

THE EXTERNAL PRESS

To many people, "publicity" and "newspapers" are almost synonymous terms. To others, "public opinion" and "newspaper editorials" are also nearly synonymous. As this handout will indicate, the tools of public relations are much broader than these. But still, the tools included in this category are an important part of a CFP's public relations arsenal. Tools in this category include:

Newspapers

- New stories (dailies)
- News pictures (dailies)
- News stories (weeklies)
- News pictures (weeklies)
- Features
- Shoppers press-special
- Sunday magazine cover, art
- Sunday magazine picture spread
- Editorials
- Editorial cartoons
- Fillers (10-20 words)
- Special sections (women, sports, hobby, travel)
- Masthead saluates, overprints
- Unit news releases
- Special edition of section
- Advertising inserts
- Sponsored advertisements
- Letters to the editor
- Press releases
- Press conferences

Magazines and Special Publications

- Fact Sheet
- Story line tip sheet
- Special services
- Glossies or mats on posters or insignia
- Black press
- Spanish press
- Other language press
- Underground press
- Religious news service
- School newspapers
- Church bulletins and newsletter
- Church program covers, inserts
- Service club newsletters
- Fraternal publications
- Veterans publications
- Letters to the Editor
- Articles
- Press conferences

Handout #1
Page 2

THE "AIR WAVES"

For a CFP, radio and television are the most difficult media from which to obtain coverage. "Air Time" is extremely limited, and paid advertising on the air is too expensive for most CFPs to consider. It is true that radio and television stations are obligated by the government to provide a certain amount of time for "public service announcements", but they are under no obligation to make any part of that time available to a CFP. As a non-profit organization, the CFP is eligible, however, to compete for this time with other non-profit groups.

Since most CFPs cannot afford to buy advertising time on the air, "air time" will usually occur as the result of a press release made by the CFP or contact and/or interviews involving a radio or tv commentator and CFP personnel.

For more information on writing press releases and spot announcements for radio and television or for arranging for CFP staff to be interviewed, see Community Focal Points for Comprehensive Service Delivery to Older People: A Resource Manual.

Tools in this category include:

Television

- Spot announcements
- Films
- Flip cards, slides, copy written teleprompters, cards and slides
- Newscasters, commentators
- Interviews, talk shows
- Walk-ons, program involvements
- Props for regular programs
- Special event coverage
- News clips to station
- Special CFP show
- Press releases

Radio

- Spot announcements
- Station breaks
- Disc jockey kit (introductions, station identification, musical salutes, public service direction)
- Transcribed VIP endorsements
- Musical platters and tapes
- Interviews (recorded)
- Three-minutes, "monitor" features
- Newscasts by commentators
- CFP disc jockey day promoted and planned
- Program involvement, regular program
- Talk shows
- Press releases

COMMUNITY FOCAL POINT PRINTING

When considered from the standpoint of public relations, most CFPs limit their printing concerns to production of a newsletter. Newsletters can be an effective tool for keeping the CFP's "internal publics" (in-house staff, board, etc.) informed, but it is unlikely that persons not involved in the CFP will even take the time to read a newsletter.

In fact, CFP printing includes many tools in addition to newsletters. Everything that makes the CFP visible to a portion of the public is a legitimate, often a low-cost public relations tool. For example: Every time a CFP bank check is cashed (with the CFP name printed on the check), every time a CFP vehicle drives down the street (with the CFP logo printed on its side), every time a piece of mail goes out of the CFP office (with the CFP name printed on its letterhead), the agency is visible to a portion of the public.

In addition, this category includes a list of locations where CFP printing (e.g. information about CFP services) can be displayed. Tools in this category include:

Types of CFP Printing

- CFP signs on buildings
- CFP signs on vehicles
- CFP Annual Reports
- CFP Budgets
- CFP minutes
- CFP letterhead
- CFP insignia worn by staff
- Displays in local businesses
- All CFP documents that are made available to public
- Newsletters
- Brochures
- Business letters
- Posters
- Notices
- Hand bills

Exhibits and Displays

- Window display contest
- Poster contest
- Posters (window cards)
- Posters (8 1/2" x 11")
- Posters (large)
- Cross-street jumbo banners
- Office window decorations
- Decals
- Food wrappers (bread, milk)
- Bumper strips
- Lapel buttons, pins
- Flags, banners
- Announcement boards
- Sandwich-board displays
- Sidewalk signs
- Marquee displays
- Promotional brochures
- Insignia on bank checks

Display Locations

- Supermarket displays
- Shopping center displays
- Airport terminal displays
- Restaurants (place mats, tent signs, menu covers)
- Bus cards (inside and outside)
- School bulletin boards
- Libraries
- Barbershops
- Church bulletin boards
- Information racks

THE SPOKEN WORD

There are at least three ways in which most CFPs relate to various publics through the spoken word:

1. Meetings, formal and informal
2. Speeches or programs
3. Informal conversations, discussions, or gossip

CFP "Internal" Meetings

This category includes all staff meetings in which no members of the general public are included. Why? Because much of the staff feelings and opinions about their own CFP is formed in meetings, and this opinion is carried to every verbal encounter in which members of the CFP staff and board members are involved (more on this below).

This category includes all staff meetings, committee meetings, board meetings, etc.

SPEECHES AND PROGRAMS

This includes all the formal addresses and public appearances of CFP staff and board members including: conferences, speeches, short talks, paper presentations, lectures, speakers bureaus, CFP meetings open to the public, etc.

Informal Conversations

One of the most effective media for public relations is direct word-of-mouth communication. Frequently termed "the grapevine," this informal method of communication can do as much potential good (or harm) to an agency as can any editorial stance by an influential newspaper.

No CFP can hope to control "the Grapevine." It can do two things, however, which tie into PR programs directly:

a. Encourage CFP staff, board, constituents, and supporters to tell the CFP story wherever they go. Particularly in the case of staff, this means providing them with enough information to relate what they are doing to the total CFP effort.

b. Keep "the Grapevine" feeding into the CFP office. When destructive rumor does appear, the CFP staff should become completely familiar with facts surrounding the rumor and devise a strategy for counter-acting the rumor effects.

PUBLIC RELATIONS MODULE

HANDOUT #2

ROLE PLAY INSTRUCTIONS: PERSON A

General Guidelines for Short Role Plays

The purpose of these short role plays is to let us practice responding to questions from the media in a safe environment. You can approach these roles in any of three ways:

(1) Play it naturally - the way you probably would in real life;

(2) Play it the ideal way - the way you think the situation should ideally be handled;

(3) Experiment - Play it in a way you ordinarily never would, just to see what it feels like.

General Message: Anything you do is okay.

ROLE PLAY #1: "Telephone Call From Reporter"

Role Play Instructions: Person A (Reporter - Joann Carpenter)

You are Joann Carpenter, staff reporter for the Hampton Sentinel. Your editor has assigned you to write a piece on the Hampton Multi-Service Center's program, "The Housing Advisory Service." You have never heard of "The Housing Advisory Service." In fact, you have never heard much about the Multi-Service Center itself. You have decided as a first step to ask the staff person in charge of "The Housing Advisory Service" for some help. You find out his name is Steve Sharfstein. You finally get him on the phone and start asking him some questions.

(Secret Note: The real purpose of this role play is to underline the fact that every focal point should have a standard operating procedure for contact with the press. All staff should know who is and who is not supposed to deal with the media. Steve Sharfstein is a junior level staffer who has only been with the agency for six months. In all likelihood, he has not been designated as one of the persons to deal with the press. He should probably not talk to you unless he has that clarified. Your job--to make this role play a success--is to try to get some information out of him. After all, you are only trying to get an orientation to this program. And he is in charge of it. Can't he help you?)

Sample Questions:

- Hi, is this Mr. Sharfstein?
- Mr. Sharfstein, this is Joann Carpenter of the Hampton Sentinel. I wonder if I could talk you into giving me some help? My editor wants me to write a piece about the Housing Advisory Service, and I don't know anything about it.
- Could you possibly just tell me what it is?
- What is it supposed to do?
- About how many volunteers work there?
- Do you think it really does any good?
- etc.

ROLE PLAY #2 : "Television Interview"

Role Play Instructions: Person A (Executive Director- Susan Dowling)

You are Susan Dowling, the Executive Director of the Dallas Community Service Agency in Dallas, Texas. You are being interviewed along with three other Executive Directors of agencies serving older persons of Dallas. The program is a weekly public affairs program on Channel 7. The host is Mike Gallagher.

Before coming on the show to discuss the needs of older persons in Dallas, you discussed with your staff what the message was that you wanted most to get across while you were on the program. Everyone agreed that your Agency badly needed more volunteers and that you would work that in if at all possible--mentioning how rewarding it is to work as a volunteer and how many options are available to volunteers in working on different programs at your agency.

You are now down to the last two minutes of the show and you have hardly had a chance to talk. You are determined to work your message about volunteers in to whatever question you get. Sure enough, Mr. Gallagher turns to you with the final question....

(Note, there are a number of ways you can work your message in:

- Since you only have a minute or two, briefly respond to his question and then bridge to the importance of volunteers.
- Perhaps begin by complimenting the question..."That's an excellent question (or I'm delighted to have a chance to respond to that) for two reasons. First (a quick answer to the question). And second, it really underlines the broader issue of the importance of volunteers..."
- Or experiment with any other conversational strategy that will let you work in your point about about volunteers.

ROLE PLAY #3: "Radio Interview"

Role Play Instructions: Person A (Radio Interviewer: Judy Brannan)

You are Judy Brannan, host of a radio program on KNOW Radio. You are just winding up a 30-minute interview with Steve Arbitman, Deputy Director of Omnibus, a local agency serving older persons in Mobile.

(Secret Note: The purpose of the role play is to give Mr. Arbitman, your partner in the role play, a chance to handle an interruption. So your first question involves an issue he really wants to talk about--his agency's need for volunteers. Wait until he has just begun his answer, then interrupt with the second question.)

Sample Questions:

- First Question: "Steve, we just have a few more minutes. I wonder if I could ask whether your agency uses volunteers."
- Interruption: Steve, one question I've got to get in before we close: Can you please tell us what effect the Administration's cut back on social services--what effect that is having on older persons here in Mobile? At least from your perspective at Omnibus. I know that in your work you have a unique view of the day-to-day life of many of the lower-income elderly in Mobile. What effect *have* these cutbacks had on these people?

ROLE PLAY #4: "Telephone Call to Focal Point Executive Director"

Role Play Instructions: Person A (Focal Point Executive Director)

Your are Sarah Brice, the Executive Director of the Hampton Multi-Service Center, an agency providing services to older people.

You routinely take calls from the press. This afternoon you are in the middle of preparations for a staff meeting when you receive a telephone call from Robert Russell, a staff reporter on the Hampton Sentinel Newspaper calling to verify facts in a story he has written about the Center.

Facts that may be helpful:

(1) Your Center's Current Annual Budget: $250,000

(2) Number of clients served last year: 5,000

(3) Your Chief Accountant: C. J. Holahan

(Note: You hired Mr. Holahan a year ago. You are extremely impressed with the quality of his work, his dependability, and his confident presentations to your Board of Directors.)

PUBLIC RELATIONS MODULE

HANDOUT #3

ROLE PLAY INSTRUCTIONS: PERSON B

General Guidelines for Short Role Plays

The purpose of these short role plays is to let us practice responding to questions from the media in a safe environment. You can approach these roles in any of three ways:

(1) Play it naturally - the way you probably would in real life;

(2) Play it the ideal way - the way you think the situation should ideally be handled;

(3) Experiment - Play it in a way you ordinarily never would, just to see what it feels like.

General Message: Anything you do is okay.

ROLE PLAY #1: "Telephone Call from Reporter"

Role Play Instructions: Person B (Program Assistant - Steve Sharfstein)

You are Steve Sharfstein. You have been working for about six months at the Hampton Multi-Service Center in charge of the Housing Advisory Service as a Program Assistant. You don't have any paid staff, but you are in charge of about 55 part-time volunteers who work in this program. You are very excited about the program. It seems to you to be genuinely making a difference, really helping older people.

You receive a call from someone named Joann Carpenter of the Hampton Sentinel who has been asked by her editor to try to write a story on The Housing Advisory Service.

Facts that may be helpful:

- # volunteers: Currently 55 part-time
- Program Description: You assign volunteers to public housing projects in Hampton to provide "bridging" services for elderly residents. They each have responsibility for specific elderly residents. They help elderly residents with physical limitations to do grocery shopping, cooking, fill out forms for various assistance programs and transportation to the doctor or the drugstore. They also help them with housekeeping. But most important, they bring them friendship and genuine concern.
- Program Effectiveness: The program is crucially important to the elderly persons involved. Many of them could not survive outside of an institution without the help of your volunteers.

ROLE PLAY #2: "Television Interview"

Role Play Instructions: Person B (T.V. Public Affairs Host - Mike Gallagher)

You are Mike Gallagher, host of a weekly public affairs program that airs on Sunday afternoon on Channel 9 in Dallas, Texas. You are interviewing four Executive Directors of agencies in Dallas that serve the elderly. You have time for only one final question before breaking for a commercial and wrapping the program up.

You turn to Susan Dowling and ask her the following question.

The Question:

- Ms. Dowling, I'm sorry we didn't have more time for your earlier. But I have two minutes for a final question on social security, so you'll get the last word. How important is it that we maintain current social security benefit levels for the senior citizens of Dallas?
- As soon as she finishes her answer OR when two minutes is up, say "Thank you Miss Dowling. And now for a word from our sponsors."

ROLE PLAY #3: "Radio Interview"

Role Play Instructions: Person B (Deputy Director- Steve Arbitman)

You are Steve Arbitman, Deputy Director of Omnibus, an agency serving older persons in Mobile, Alabama.

You are being interviewed on a 30-minute radio program by Judy Brannan, a talk-show hostess on KNOW Radio. You want to discuss the needs of your agency for volunteers. Now, in the waning minutes of the program, she asks you a question about your need for volunteers. You jump at the chance to answer.

As you answer, you can mention:

- How badly Omnibus needs volunteers
- How many more elderly persons you will be able to reach with even a few more volunteers
- How rewarding this work can be for the volunteers, themselves.
- etc.

ROLE PLAY #4: "Telephone Call to Focal Point Executive Director"

Role Play Instructions: Person B (Investigative Reporter- Robert Russell)

You are Robert Russell, investigative reporter for the Hampton Sentinel. You have become aware of a series of allegations that Ms. Sarah Brice, the Executive Director of the Hampton Multi-Service Center and her Chief Accountant, C.J. Holahan, have misappropriated more than $25,000 in Center funds. Your story detailing these allegations is about to go to press. You want to include Ms. Brice's comments in your story. Because you are a shrewd, seasoned, ace reporter, you do not ask her reaction to the allegations at first. You ask her some other, unrelated questions to get her talking. Then you ask her. You plan to use her comments verbatim--whatever they are--in the story. Get as much information as she will give you.

Keep asking follow-up questions as long as you can--unless she says something like, "No Comment," or "Can I call you back in 15 minutes?" (Note: If she says, "No Comment" --then that is what you will use in your story.)

Here are the questions, in order, to ask Ms. Brice:

- Hello, Ms. Brice? This is Robert Russell from the Hampton Sentinel. How are you today?
- Ms. Brice, I'm doing another story on your Center. I wonder if I could ask your help once again? Could I ask you a couple of questions to make sure I've got my facts right?
- First, am I in the ballpark that your annual budget is around $250,000?
- And is it correct that your Center serves about 5,000 people a year?
- Okay, isn't your Chief Accountant's name "C.J. Holahan?"
- Has he been at your Center about a year now?
- Is there any truth to the allegations that Mr. Holahan has misappropriated more than $25,000 in Center funds in the last six months?
- Is there any truth to Mr. Holahan's allegations that the $25,000 is in your possession and that you were fully aware of the misappropriation of funds?
- Contunue with follow-up questions to clarify her comments.

PUBLIC RELATIONS MODULE

Handout #4

ROLE PLAY INSTRUCTIONS: PHIL DONAHUE

You are Phil Donahue, host of the Phil Donahue show, the idol of millions. The audience out there is almost entirely composed of your fans. You actually have a fairly easy job now. You're at the point of the show where they ask the questions. They feel some pressure to come up with good questions. The Guest feels pressure to come up with good answers. You've done this a million times and know that all you have to do is keep the pace of the show moving briskly. Here are some pointers:

- Role up a piece of paper into a cylinder. This is your microphone. Talk into it. And when you are taking a question from a guest, hold it up to their mouth. They cannot be heard without that mike.

- When the role play begins, the announcer will bring you back for the second half of the show with a rousing, "AND NOW--ONCE AGAIN--HERE's PHIL DONAHUE." When you hear this, stride out onto the stage like you own it. (You do.) Say "Thank you." and immediately start walking into the audience, saying, "Who has a question for the guest?" (Note: if the audience applauds when you come out, you can take a bow if you feel like it.)
- YOUR GUEST:

  Today your guest is Pat Waggoner, Executive Director of the

  ____________________________________. During the first
  (Actual name of focal point)

  half of the show, you have been talking to the guest about the focal point, its programs, the general problems of older people, the effects of Reagonomics on older people, and so on. Now, you're having the audience ask the guest questions.
- Taking a Question from the Audience

  - Keep the pace BRISK. Move quickly to them. Have them stand up.
  - "What is your name, dear?" Call them by name after that.
  - "What is your question?" (You can comment, "Good Question!")
  - After you hear the question, feel free to face the guest and repeat it, rephrase it, add on to it. Make sure the guest understands it. You can walk toward the guest while you're talking to him.

- Movement

  - You can move around all you want to. You can walk toward the guest and stop right in front of him. You can move while you're talking to the guest. Anything you want--it's your show.

- Pace
    - Your main job is keeping the pace BRISK. Always know where you're going for the next question. Keep an eye out while the Guest is answering the last one.
    - You can go from side to side of the audience. You can pick out someone on the side of the room ("You. The lady with the beautiful blonde hair in the back.") and sprint around to them.
- Asking Your Own Questions
    - You can ask your own question if you want. (Just let the audience have most of them.)
    - You can challenge a question from a guest: "Let me play Devils' Advocate".
    - You can help the Guest out of a bind by supporting his answer or offering a better one.
- Special Note: Assume the Guest's facts are right. In this role play, the Guest has the right to "ad lib" facts he/she isn't sure of.

PUBLIC RELATIONS MODULE

Handout #5

ROLE PLAY INSTRUCTIONS: THE GUEST

You are Pat Waggoner, Executive Director of ______________________, __________.
(Your Focal Point

You are appearing on the Phil Donahue show in Chicago. For the first half of the show, Phil has asked you the questions. He has a sincere interest in the problems of older people, and the show has gone well. It is giving you a chance to talk about something close to your heart: your focal point, its programs, and the needs of older people in general.

Now the show is at a commercial. The last 15 minutes of the show will be when members of the audience ask the questions. You are looking forward to this part. Remember: You are the Executive Director of the actual focal point where you work. Answer the questions in terms of your own focal point.

Special Note: If you don't know specific facts (e.g. your annual budget), you can make them up. The "audience" has been instructed to assume all your facts are right. You can also say you don't know.

General Pointers

- Listen. Pay attention to the question. If it's not clear, restate it or ask Phil to repeat it.
- Be candid. You are, in general, a straight forward person. Be yourself. If you don't understand the question, say so. If you don't know the answer, either ad lib the facts (your right in this role play) or say you don't know. If you have an opinion but it may not be that of your Board, say so - speak for yourself.
- Be brief. Give concise answers. Keep the show moving.
- Use Names. A nice touch is to use their names in your answers: Phil's or the audience member's.
- Compliment the audience. You can open with, "That's an excellent question,....."

- The hostile question. Don't be defensive. Welcome the question. "I'm delighted to have a chance to answer that question." Then make your point. If, for example, they are angry that you're not providing a special service, you can say that you agree. And that's why you need volunteers and contributions. You can also politely disagree.

PUBLIC RELATION MODULE

Handout #6

ROLE PLAY INSTRUCTIONS: THE AUDIENCE

You are a Phil Donahue "groupie." For years you have been a fan of his show and finally you are getting to watch it live. Congratulations!

Today Phil's guest is Pat Waggoner, Executive Director of the ______________________
(actual name of role
________________________ . During the first half of the show, Phil has been talking
player's focal point)
to the guest about the focal point, its programs, the general problems of older people, the effects of Reagonomics on older people, and so on.

Now, it's time for the audience to ask questions. Phil has left the stage. The show is in a commercial. You know from past experience that at the close of the commerical, the announcer will say, "AND NOW--ONCE AGAIN--HERE'S PHIL DONAHUE!" And the audience will stand and give him a rousing ovation as he returns.

General Guidelines for Audience

1. When the announcer brings Phil on for the second half of the show, give him a huge ovation. This will help him get into his role.
2. Do not talk to your neighbor. Only talk if Phil is holding the mike up for you for a question.
3. To ask a question:
   - Get Phil's attention silently to let him know you want to ask the guest a question.
   - Stand when he comes over to you and speak directly into the mike.
   - Address the guest by name at the beginning of the question.
   - Ask a question you really care about. One that's really interesting to you. Sample questions are attached.
   - Speak loudly enough to be heard by the guest and by the rest of the audience.

General Guidelines for You as "Observer of Role Play."

1. Be supportive of the people playing Phil Donahue and the Guest. They have a

tough role. When it comes time to process the role play, do not get into telling them what they did wrong. Even if the Guest makes a strategic mistake in answering a question, do not criticize. Dwell on the good points, and discuss the role play in terms of other options that could be used in responding to questions. You will be able to make all your points using this strategy.

2. Special Note: Assume the Guest's facts are right. In this role play, the Guest has the right to ad lib facts that he/she isn't sure of.

3. Keep track of what the questions were and how they were answered. See what you can pick up about how best to handle questions. Notice what the Guest does that is effective. Notice where the Guest could try another option next time. See if you can figure out any other STRATEGIES to add to our ongoing list.

4. Pay attention to the body language of both Phil and the Guest. Notice what seems to be effective, and what doesn't.

SAMPLE QUESTIONS

You will probably be able only to ask one question. Try to ask one that the television audience would find interesting. Maybe two. Pick out a couple to be ready. Use any question you want. The following are only suggestions.

1. Simple descriptive questions about the Guest's focal point: How many staff work there? How many people do you serve in a year's time. Do you follow your own guidelines and hire older people? How many volunteers do you have and how do you use them? What are the programs at your focal point? Where do you get the money to pay the bills? What are your sources of financial support? Do you have a Board? What does it do?

2. Questions about Focal Point policy and priorities: What are your three biggest priorities and why? If I could give you a million dollars, what would you use it for? What is your Focal Point's position on....

3. Questions about Older People in General: What is the biggest problem of older

people in your community? What are the greatest strengths of the older person? Why should any business hire someone in their 70's? What is senile dementia? What effect are the Regan cutbacks having on older people in your community?

4. Personal Questions: There may be problems or concerns that arise from your own family or friends that would make a good question.

5. Hostile/Angry Questions: One or two of these would help the role play. Work your way into a feeling of righteous indignation or irritation and ask one. It could involve anything including areas the Focal Point is neglecting that you know are important. Or you could be conservative and furious at the waste of tax dollars on useless programs. You could begin, "How can you possibly justify..."

PUBLIC RELATIONS MODULE[1]

Handout #7

PLANNING A COMMUNITY FOCAL POINT PUBLIC RELATIONS PROGRAM

Planning a public relations program for a community focal point (CFP) can take much the same form as any good planning process. One of the simplest PR planning models is based on answering four questions:

(1) What is the current situation? (Assessment)
The CFP may have a feeling that it wants a new public image, but can avoid the questionable "shotgun" approach by a careful analysis of the problems and potentials of the current situation.

(2) What are we going to do about it? (Design)
The best PR program in the world will never convince everyone. The CFP needs to decide what is most important and what it can do for maximum effect.

(3) How are we going about it? (Implementation)
No important football game has ever been won without a "game plan" and the ability to put that plan into action. The success of the CFP's PR program depends on putting a good plan into action.

(4) How did we do? (Evaluation)
No plan is complete until its results are carefully analyzed, because the results of one plan will directly impact on the effectiveness of later plans.

These four questions suggest four steps that a CFP can take to develop its own public relations strategy:

Step 1 - Assessment involves determining what the CFP's current public image is, what needs to be changed, and what resources are available for doing the changing. Formal questionnaires, informal discussions, and a great many other tools and processes are available to the CFP to complete this step. Good planning will involve a great deal of effort in the assessment process.

Step 2 - Design is the drafting of the actual actions, activities, documents etc. under which the PR program will operate. In order, this means clearly establishing priorities of needs, setting measurable objectives (both behavior objectives and performance objectives), and determining strategies or a "game plan" for the entire public relations effort based on psychological, sociological and physical factors.

Step 3- Implementation is the term used to describe the PR program in operation. The task of communicating the CFP's story requires careful preparation of files, equipment and staff, observing some general guidelines for effective communication, and a cool hand in meeting emergencies. It cannot be overemphasized that honesty, candor, and respect for other people are all vital to the success of the program.

Step 4- Evaluation will provide the natural completion of the cycle if the rest of the process is done well. Evaluation measures the actual situation against the planned results, compares cost figures, and looks at what has changed in the community which will relate to the development of a new plan or the continuation of a plan in operation.

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[1] Excerpted from MacDicken, Robert A. Planning a Community Focal Point Public Relations Program. National Council on the Aging. Washington, D.C., 1982.

Skill Area: Space Management

Purpose: The purpose of this unit is to consider the basic characteristics of a community focal point. Including external and internal design factors, that contribute to a safe, warm and supportive environment for older persons.

Objectives: By the end of this session, participants will be able to:

1. describe the characteristics of a supportive facility environment
2. identify exterior design factors
3. identify interior design factors
4. describe safety and maintenance provisions
5. practice planning changes to facilitate colocation and out-stationing

Materials for Distribution (Handouts):

About This Space... - Handout #1
SDADU Technical Assistance Questionnaire - Handout #2

Room Arrangement: Optional

Time Required: Three hours

Resource Manual Reference: Unit IV, Section 1

TIME	PROCEDURE	CONTENT
2 mins.	Introduction	The purpose of this unit is to consider the basic characteristics of a community focal point, including external and internal design factors, that contribute to a safe, warm and supportive environment for older persons.
10 mins.	Distribute About This Space - handout #1	Ask participants to complete the sentences. Let them know there are no trick questions or hidden purposes. They should write down whatever comes to mind about the center where they work. Let them know that these will not be collected.
3 mins.	State Objectives	Either list the objectives on newsprint as you tell them to class or write them out beforehand and point to each as you state them.
10-12 mins.	Small Groups	Ask participants to form into groups of 3-4 and discuss and list as many characteristics of a supportive community focal point as possible. If they ask for ideas or more information in order to get started, suggest that they think first in broad terms and then in specifics. For example, allocation of space is important. Specifically, is the space arranged to maximally help agency clients get the most out of focal point programs and activities. Are lounges too large/too small. Encourage participants to use information from their completed handout.

TIME	PROCEDURE	CONTENT
	After about 6-7 mins., circulate around the group and encourage them to continue to seek ideas	
5 mins	Seek responses and list them on newsprint	Ask respondents to identify characteristics that were discussed in their groups. Sample responses: -type of equipment selected -lounges that are warm and cozy -center in a good, safe location -caring and responsive staff -good administrator Ask the group to reassemble around the tables.
15 mins	Writing/Individual Assignment	Explain to participants that this is a three-stage exercise and that you will give specific instructions for each stage. Each will take approximately five minutes. First Step: on a blank sheet of paper, write out a problem dealing with some exterior factor of a community focal point (CFP). For example, cracked or broken sidewalks, no ramps for wheelchairs. They should be as specific and detailed as possible. Tell them to fold their papers and label them #1. Next, second step: on a second sheet, write out a problem dealing with some interior space or furnishing factor. As with number one, they should be specific and detailed.

TIME PROCEDURE CONTENT

Fold and label these #2

Third step: on a third sheet of paper, write out a problem dealing with colocation or out-stationing problem. If asked for examples, cite space utilization and/or philosophical differences.

Fold and label these #3

Group Exercise

Have the participants arrange themselves into groups of four. They should bring their folded and labelled papers with them.

Have each group of four number off A, B, C, D.

Tell them that each group represents a team from the State Department on Architectual Design and Use of community focal points (SDADU). They are making their once a year visit to assess the design and use of these agencies and to offer technical assistance for improvement and/or correction.

Everyone in the group is to help solve the problems presented.

Explain that groups will address one problem at a time. The first exercise will discuss External Factors (Situation #1).

Responsibilities of those in the group are as follows:

A's will present their #1 situation to the group giving as much detail as possible.

B's will keep the group focused on the task, i.e., to be clear about the problem, to answer the questions provided in the handout, to be clear about the recommendations.

C's will record the SDADU recommendations.

TIME	PROCEDURE	CONTENT
		D's will report the situation and recommendations to the class.
20 mins.	Distibute the SDADU Technical Assistance Questionnaire - Handout #2	Advise the group to begin and to go step by step in the questionnaire.
15 mins.	Seek responses from the group. Record them on newsprint	Ask the D's from each group to report. Emphasize to the group that these are their concerns from their agencies and that the sharing around these issues can be valuable assistance.
10 mins.	B R E A K	
20 mins.		Tell participants to reassemble into the same groups and that they will keep the same letter. The next exercise will address situation #2: Interior Factors. The same condition apply as in Situation #1 and use will be made of the same handout. Begin to rotate the responsibility of each person within the group. Now, B's will present situation #2 to the group giving as much information as possible. C's will keep the group focused on the task. D's will record.

TIME	PROCEDURE	CONTENT
		A's will report the situation and recommendations to the class.
		Tell participants to use the same set of questions but to write their answers on blank sheets of paper.
15 mins	Seek responses from the group. Record them on newsprint.	Ask A's from each group to report.
20 mins		Situation #3: Colocation or outstationing.
		Repeat the same process as with numbers 1 and 2 above.
		Be sure to rotate responsibilities of group members.
10 mins	Seek responses from the group. Record them on newsprint.	Ask ____'s from each group to report.
10 mins	Summarize	Regarding a Supportive Environment: An appropriately designed facility can ● support personal in dependence ● reinforce the individual's level of competence ● enhance the effectiveness and efficiency of the Center's program and operation. Regarding Exterior Factors: The facility should be ● barrier free ● close to other community facilities ● visible and identifiable ● accessible to maximum number of older persons.

TIME PROCEDURE CONTENT

Regarding Inside Space and Furnishings:

The facility should make good use of:

- color
- lighting
- space
- furniture and equipment

Further, consideration should be given to:

- easily opened doors
- lamps operated by a wall switch rather than a small knob on the lamp base
- a minimum of stairs
- furniture of an appropriate height to avoid excessive stooping or bending.

Regarding Colocating and Out-stationing:

- a space utilization needs assessment should be undertaken
- acceptable and appropriate guidelines should be developed to insure cooperation among agencies
- clear standards of confidentiality should be established
- interagency linkages should be established.

(Note: this was not dealt with separately but points about this area probably came up during other discussions so emphasis on these factors is important).

Regarding Safety, Maintenance and Upkeep:

The facility should:

- incorporate safety features for day-to-day operation and emergency situations
- establish a regular inspection schedule for safety and health hazards in heating and electrical systems, plumbing and fire detection and prevention equipment.
- local safety regulations should be posted.

TIME	PROCEDURE	CONTENT
		• designate person to be in charge of the center whenever it is open for use. This person is responsible for what is going on in the center; is authorized to make decisions. -under ordinary operating conditions -in case of emergency; and -know what to do and can act in an emergency. • conspicously post telephone numbers fire department, police, physicians, ambulance, hospital emergency room, rescue squad, poison control center, and civil defense or diaster office. • designate an emergency plan.
5 mins.	Evaluate	

Space Management
Handout #1

ABOUT THIS SPACE...

1. The lighting in our facility ______________________________

2. The color of the lounge ______________________________

3. Most of the stairs in our facility ______________________________

4. The furniture in the facility ______________________________

5. If an emergency happened at the facility, ______________________________

6. The heating system in our facility ______________________________

7. The outside features of our facility ______________________________

8. My center is located near ______________________________

9. Senior generally comment that the facility ______________________________

10. The best change for the center at this time would be ______________________________

Space Management
Handout #2

SDADU TECHNICAL ASSISTANCE

Step 1 BRAINSTORM ways to change the problem area. Write down everything you can think of regardless of cost or other obstacles.

Step 2 ASK about each idea listed:

(1) How will this modication contribute to alleviating or correcting the problem?

(2) In what way(s) will it be acceptable to the values of the majority of center participants?

(3) Can it realistically be achieved? (For example, a load-bearing wall cannot be moved.)

(4) What resources will be needed (money, staff, equipment)? Do not assume the resources are not available; consider possible donations of time or supplies.

Cross out any ideas eliminated on the basis of the above questions.

Step 3 SELECT two or three of the remaining suggestions.
Write them here.

Step 4 IDENTIFY whose approval is needed to implement the change (is more than one approval necessary?).

Space Management
Handout #2

Step 5 WRITE your rationale for making the changes.

Step 6 ANTICIPATE any reasons the changes might be opposed.

(1)

(2)

(3)

(4)

Step 7 LIST your response to each reason above.

(1)

(2)

(3)

(4)

Step 8 LIST what are your recommendations.

(1)

(2)

(3)

Skill Area: Time Management

Purpose: The purpose of this module is to develop a time management plan for use on your job.

Learning Objectives:
1. To identify time management problem areas in work activities.
2. To select priority ratings for work activities.
3. To select time management techniques which facilitate completion of work assignments.
4. To develop a personal time management plan for use at work.

Materials for Distribution (handouts):

Handout 1 - Case Study
Handout 2 - Refining Questions
Handout 3 - Daily Time Plan
Handout 4 - Priority Rating Scale
Handout 5 - Time Management Techniques
Paper for participants to write out some exercises

Audio-Visual Equipment:

Overhead Projector
Easel with Newsprint

Transparency Titles:

Priority Scale
Making the List
Time Estimate

Room Arrangement - Optional

Time Required - 3 hours

Resource Manual Reference: Unit I, Section

TIME MANAGEMENT

TIME	PROCEDURE	CONTENT
2 mins.	Introduction	The purpose of this module/unit is to develop a time management plan for use on your job.
10 mins.	Seek Responses	Ask participants, what do you hope to get out of this session on time management.
	State Objectives and List	Emphasize any match betwen participants responses above and the objectives on the list. Indicate clearly but courteously any items from the participants list that cannot be met. This will avoid misunderstanding of what may be expected.
10 mins.	Distribute Case Study-Handout 1	Instruct participants to read the handout.
10 mins.	Small Group Exercise	Ask individuals to form into groups of 3-4 and to analyze and discuss the problems the main character is having managing his/her time.
5 mins.	List the Problem	Have participants turn their chairs to face the newsprint and easel. Ask for volunteers to call out problems noted by the group. List these items on the newsprint.
30 mins.	Small Group Exercise	Ask participants to rearrange chairs into their small groups. Indicate that work will continue on the case study. Let them know that you will give then specific instruction as well as let them know how much time they will have to do each section.

TIME MANAGEMENT

TIME	PROCEDURE	CONTENT
30 mins	Small Group Exercise (continued)	Ask the group to: 1. Make a list of the tasks Martha must do. Take about 5 mins. If you are asked for clarification, indicate that they might want to classify activities, such as, telephone calls, meetings, correspondence, etc.
	Distribute Refining Questions - Handout 2	2. Apply the Refining Questions list to Martha's activities. 10 mins.
	Show Prioritize Scale Transparency	3. Prioritize Martha's remaining list of items. 5 mins.
		4. Write down 4-5 time management techniques Martha could use to reduce or solve her time problems. 10 mins.
15 mins	BREAK	
30 mins	Writing/Individual Assignment	Be sure participants have returned to take their seats at the table. They should be no longer be in the small group circle.
	Show Making the List Transparency	
	Distribute the Daily Time Plan - Handout 3	1. Read the instructions from the Making the List transparency and ask participants to start to write on the form distributed to them. 6 mins.
		2. Instruct participants to apply the Refining Questions to their activity list. 7 mins.

TIME	PROCEDURE	CONTENT
		Make helpful and supportive comments such as, think of who is best trained to do one of the activities you've listed, remember that routine tasks can easily be entrusted to clerical staff, etc.
	Distribute the Priority Rating Scale - Handout 4	3. Ask participants to now assign a priority grade to each remaining activity. 5 mins.
	Show Time Estimate Transparency	4. Tell participants to estimate the time required for each activity. 5 mins.
		5. Indicate several time management techniques you can use to reduce or solve your time problems. 7 mins.
20 mins	Group Discussion	
	Distribute the Time Management Techniques Handout 5	Plan to go through each item on the Technique page one at a time in the following manner: 1. Ask who used this technique - allow someone to answer, then 2. Ask what problem it was used to reduce or solve.
		Follow this procedure for each technique listed. Conclude by asking if there are any techniques participants used that aren't listed.

TIME	PROCEDURE	CONTENT
5 mins.	Summarize	Ask participants to summarize what they learned. The trainer starts the process by writing on the newsprint: -determine the problem area(s) The trainer should be sure that all the steps of time management covered in this unit are listed. They are: -determine the problem area(s) -apply refining questions -prioritize activity list -estimate time -determine time management techniques.
5 mins.	Evaluate	Administer attached evaluation form.

Time Managment Techniques
Transparency

PRIORITY SCALE

A - HIGH VALUE, ESSENTIAL

B - MEDIUM VALUE

C - LOW VALUE

MAKING THE LIST

TAKE A PIECE OF PAPER AND LIST ALL OF THE ACTIVITIES YOU CAN THINK OF WHICH ARE WAITING FOR YOU WHEN YOU RETURN TO YOUR OFFICE ON MONDAY. DO NOT TRY TO INCLUDE EVERYTHING YOU MAY HAVE TO DO FOR THE ENTIRE WEEK, BUT THOSE ACTIVITIES WHICH YOU KNOW WILL NEED ATTENTION UPON YOUR RETURN. DON'T THINK TOO MUCH. PREPARE A COMPLETE LIST. BUILD IN LONG RANGE PROJECTS.

TIME ESTMIATE

GO DOWN YOUR LIST AND LIST BESIDE EACH ACTIVITY THE AMOUNT OF TIME YOU ESTIMATE IT WILL TAKE YOU TO COMPLETE THAT ACTIVITY. IF ONE ACTIVITY WILL REQUIRE MORE THAN ONE HOUR, YOU PROBABLY SHOULD DIVIDE IT INTO SEGMENTS. ONE HARDLY EVER HAS A FULL HOUR WITHOUT INTERRUPTIONS TO COMPLETE A TASK.

CASE STUDY

-Martha Joiner-
Human Services Department

At 9:00a.m., upon entering her office at the Human Service Department, Martha Joiner heard the telephone ringing and dashed across the floor to pick it up. It was Anton Walker from the Legal Aid Office. He needed to discuss with her Bill Brown's upcoming court case. Bill was a client at her agency and he was filing an age discrimination case against the Yadot Company which had denied him a job as a posting clerk. Martha sighed as she knew this would be a lengthy discussion but she had long ago resigned herself to such discussions when the calls come from legal aid.

She gave Walker the approving grunt he needed to continue as she awkwardly struggled to take off her coat and adjust her jacket and shirt. As he gave her detail after detail she spied the Avon report which was due in Sue Johnson's office two days ago. "Oh my gosh," she thought, "I'm sure I gave that to Betty to type last week." At that moment Betty, her secretary walked passed and waved hello. Betty went over, took off her coat and proceeded down the hall to get some coffee. She met two other secretaries and they casually chatted about the previous evening's events. When she returned to her desk twenty minutes later Martha was still on the phone. Betty wrote a note on her pad and put it in front of Martha. Concerned etched on Martha's face as she read the reminder of ther 10:00a.m. meeting with the advisory board. She had forgotten!

Lately Martha seemed to forget many things - her appointments, to follow up work given to her secretary, and to insure that assignments given to subordinates were carried out on time. She always seemed to be delaying one needed task in order to "fix" emergencies. Added to these woes were the many telephone calls she handled during the day and the omnipresent visitor who was "just in the area" and always figured business could be best handled "in person."

As Walker was winding up, she noted it was 10:15 a.m. She figured Betty had already seated board members in the conference room and made refreshments available. She thanked Anton Walker for his concern and effort on behalf of their client and agreed that the case would certainly require future contacts between them. She stood up, adjusted her suit and wondered how long this meeting would take. She really needed to get that report to Ms. Johnson, her supervisor, - and soon.

GUIDELINES: Feel free to liberally interpret the information given.

Time Management
Handout #2

REFINING QUESTIONS

1. Identify one thing on the list that someone else in the office can do.

   -Cross it off.

2. Identify one thing on the list that you just aren't going to do.
   -Cross it off.

3. Identify one activity on the list which is likely to consume more than two hours of your time.

   Break it up into two or more steps.

   You can make the work manageable!

4. Identify one activity on your list which is clerical - your secretary could do it.
   -Cross if off.

You don't need to do things that are not part of your job description.

Time Management
Handout #3

Daily Time Plan

List your work activities	P_ _ _ _ _ _ _ _ _	E _ _ _ _ _ _ _ _

Time Management
Handout #4

Priority Rating Scale

Rating	Priority
1	Handle immediately - urgent
2	Next most important item
3	Must complete today
4	Must complete by end of the week
5	Must finish by deadline
6	OK to hold for slow-work period

Time Management Techniques

1. Delegate - if someone else can do it, let them.

   Be sure to: select the right person, delegate the good and the the bad (fairness principle); allow enough time for the subordinate to do the job; leave the subordinate alone and free to do the job once it is make clear what is expected.

2. Say no - learn to say no to low priority items or to things that aren't a part of your job.

3. Filter out interruptions - control as much of your time as possible.

   Be sure to schedule a period of time (1 or 2 hours) when you are not to be disturbed. Plan to work on specific tasks during this time.

   Be sure to have your calls screened so that you are interrupted only when you choose to be or when it is absolutely ncessary.

4. Improve meetings - make sure meetings are necessary.

   Be sure there is an agenda for each meeting.

   Be sure agenda item reflect necessary business and information which will benefit those in attendance.

   Ask of each meeting "how will this help me get my job done effectively and efficiently".

5. Act - refuse to procrastinate

   A well - thought our decisive ACT NOW can reduce your work load later.

6. Schedule a specific time of the day to make telephone calls, do routine paper work, and handle mail.

   This is another way to minimize interruptions.

7. Set priorities.

   At the end of each day make a "to do" list in priority item.

8. Plan to succeed - get there by knowing where you want to go.

   a. Keep a time log calendar for tracking your activities.
   b. Submit your log to the set of questions attached.
   c. Decide on your goals.
   d. Develop an action plan for reaching your goals (using the time log calendar to track your progress can be helpful)

TIME LOG CALENDAR

Date: ______________________________

8:00 A.M.	P.M. 1:00
8:15	1:15
8:30	1:30
8:45	1:45
9:00	2:00
9:15	2:15
9:30	2:30
9:45	2:45
10:00	3:00
10:15	3:15
10:30	3:30
10:45	3:45
11:00	4:00
11:15	4:15
11:30	4:30
11:45	4:45
12:00	5:00
12:15 P.M.	5:15
12:30	5:30
12:45	5:45

EVENING

6:00	6:45
6:15	7:00
6:30	7:15

Time Management Techniques
Handout #5

QUESTIONS TO BE ANSWERED IMMEDIATELY FOLLOWING DAILY TIME LOG COMPLETION

1. Did setting daily goals and times for completion improve my effectivenss? Why? Why not?
2. What was the longest period of time without interruption?
3. In order of importance, which interruptions were most costly?
4. What can be done to eliminate or control them?
   a. Which telephone calls were unnecessary?
   b. Which telephone calls could have been shorter or more effective?
   c. Which visits were unnecessary?
   d. Which visits could have been shorter or more effective?
5. How much time was spent in meetings?
   a. How much was necessary?
   b. How could more have been accomplished in less time?
6. Did you tend to record "activities" or "results"?
7. How many of your daily goals contributed directly to your long-range goals and objectives?
8. Did a "self-correcting" tendency appear as you recorded your actions?
9. What two or three steps could you now take to improve your effectiveness?
10. What were the major timewasters?

Time Management Techniques
Handout #5

BOOKS ON TIME MANAGEMENT

How to Organize Your Workload Your Life. Robert Moskowitz, Dolphin Book/Doubleday and Company, Inc.

Getting Things Done. Edwin C. Bliss, Bantam Books.

How to Get Control of Your Time and Life. Alan Lakein, A Signet paperback - The New American Library, Inc.

The Time Trap. Alan MacKenzie - with supplementary workbooks.

The Management of Time. James T. McCay, Prentice-Hall, Inc.

The Peter Principle - Why Things Always Go Wrong. Dr. Lawrence J. Peter and Raymond Hill.

The Three Boxes of Life. Richard N. Bolles, Ten Speed Press.

Successful Time Management. Jack D. Ferren, John Wiley and Sons, Inc.

Working Smart: How to Accomplish More in Half the Time. Michael LeBoeuf, Warner Books.

SECTION V

REINFORCEMENT TECHNIQUES

Introduction

Training events related to service delivery to older persons are becoming more varied and popular throughout the United States. Many training events are effective in producing short-term learning outcomes, but these learnings do not guarantee that newly acquired skills will be used when the individual is back on the job.

As professionals, we must assist trainees in transferring their learning to their jobs. We need to develop and use materials designed to reinforce our training objectives. The exercises found in this section provide opportunities and situations for trainees to reinforce and transfer their new learnings. Opportunities for reinforcement of the new learnings in the work setting by trainees will maximize their training benefits.

The exercises are designed to act as guides and should be modified and personalized so that they become more meaningful to the training participant.

Objectives for the exercises are to:

1. assist each training participant to retain important training activity learnings

2. reinforce training activity learnings so that desirable behaviors become more permanent

3. promote transfer of learning from the training activity to the participants' work setting

4. encourage training participants to seek out feedback and evaluation regarding their new learnings

5. encourage trainers to link their training activities to suitable follow-up organizational activities

Though the trainer is ultimately responsible for assigning the exercise, sometimes it is appropriate to involve the learning participant in the task selection process. This personalizes the task and often leads to a stronger commitment on the part of the training participant to carry out the exercise.

THE LOG EXERCISE

The log exercise is an ongoing written analysis and follow-up procedure of an agency activity designed to reinforce training activity learnings.

Reinforcement Objectives

1. To review, plan and execute a specific agency event related to the training activity.
2. To personalize general learnings of the training activity.
3. To provide an opportunity for self-diagnosis in order to reinforce learnings.
4. To provide an opportunity for utilization of self-diagnosis for further planning.

Time

Approximately 20 minutes to explain to participants what is involved in the log exercise.

Procedure

1. State the reinforcement objectives of the exercise.
2. Describe in general terms the log exercise and how it works.
3. Give two or three specific examples related to skills or knowledge gained at the training activity. Each example should include four components:
   a. what happened
   b. what I did
   c. how I felt
   d. what I plan to do as a result

   Use the sample log page to clarify how the exercise works.
4. Ask each training participant to share with the group (or a partner) one or two anticipated agency events that the participant plans to log in this manner.

Comments

Trainers should insure that the agency event to be recorded relates to a specific training activity.

SAMPLE LOG PAGE

On Tuesday evening, I conducted a meeting with the board of directors of my agency. Only nine of 16 members were present, which made me angry. But we were able to get through the agenda, and that pleased me. It was the best meeting in that way due to my training in time management. The particular thing that concerned me was the argument between John and Mary over the nutrition item. Specifically, who would be eligible for this program? I let myself get too personally involved. Next time I plan to:

1. call members before the next meeting to get better attendance.
2. continue to plan my agendas in similar detail and enforce the time restriction for each item.
3. be more sensitive to feelings, as well as issues, at our meetings. Instead of getting personally involved, I plan to use conflict resolution skills to reduce hostilities. I also plan to have better knowledge of government guidelines before meeting on such topics.

THE CONTRACT

The contract is a plan developed by the training participant during the exit phase of the training event that specifically outlines how the learnings acquired during training will be used in the agency setting.

Reinforcement Objectives

1. To identify specific agency activities in which the transfer of learning can take place from the training activity to the agency.
2. To develop a plan of action for the implementation of one or more learnings in the agency setting.
3. To obtain feedback from colleagues on the plan of action.

Time

One hour and 15 minutes for explanations, writing the plan and obtaining feedback.

Procedure

1. State the reinforcement objectives of the exercise.
2. Describe the contract in general terms and how it works.
3. Participants write down at least six agency activities where they think their new learnings can be used. (e.g., meetings with board of directors, information to older adults, conflict situations, etc.)
4. Participants select one activity and complete the contract for that activity.
5. Have participants exchange and critique the contract of a fellow member.

Materials

The contract form (an abbreviated sample follows)

Comments

Trainers should assist participants to list activities that are both possible and feasible. Attempts should be made to link activities with training learnings.

CONTRACT FORM (Sample)

General Action	Specific Steps	
	Immediately	2 months from now
Discuss with my staff an expanded information and referral program for the community.	1. Gather all available data on the existing information and referral systems in the community.	Convene a second meeting with my staff to reconsider our objectives.
	2. Distribute this data to my staff and ask that it be read prior to our meeting	Evaluate the progress to date concerning our commitment to the follow-up activities.
	3. Plan a meeting of my staff a) time b) place c) objectives d) agenda, etc. meeting skills	Develop a revised set of objectives and activities.
	4. Evaluate the meeting and set objectives for follow-up activities	

HELLO THERE I

The "Hello There I" exercise is a letter written by the participants to themselves. It is designed to have participants highlight the most important and useful aspects of the training activity at the end of training and review them a month later.

Reinforcement Objectives

1. To reinforce training highlights.
2. To help participants make the learning transfer from the training activity to the work setting.
3. To specifically reinforce learning six weeks after the training activity.

Time

30 - 45 minutes

Procedure

1. State the reinforcement objectives of the exercise.
2. Describe in general terms the "Hello There I" exercise and how it works.
3. Give each participant a "Hello There I" form.
4. Explain to the participants that they are writing a letter which they will receive in approximately six weeks.
5. Ask the participants to write down the knowledge or skill they have learned from the training activity and how they will use it in the next six weeks. The more specific the letter, the better. Tell them to include dates, actions they will take, anticipated results, etc.
6. Place letters in self-addressed envelopes and seal.
7. Send letters five weeks after the training activity.

HELLO THERE II

"Hello There II is a letter written by the trainer to each participant. It is designed to review in general the training highlights in order to reinforce the learning obtained during the training and also provide specific individual reinforcement to each participant.

Reinforcement Objectives

1. To review training activity materials and content.

2. To reinforce transfer from the training activity to the work setting.

3. To reinforce the idea that trainers care about continued trainee learning following the training activity.

Time

20 minutes to collect group feedback about highlights of the training activity

Procedure

1. Describe the exercise to participants.

2. Have participants brainstorm "learning highlights."

3. Write a letter to each participant six weeks after the training activity. The letter should include:

    a. training objectives
    b. training highlights
    c. personalized comments for each participant
    d. further reading resource materials, training activities, etc.

    (See attached sample)

Comment

In some training activities, a personalized note to each individual would be an overwhelming task. For such situations, simply select participants on whom you feel the note would have the most impact.

Sample Letter

Dear Steve:

(The following section is for all participants.)

Six weeks ago you participated in "Leadership Skills", a training event for managers of Community Focal Points. Objectives were to:

a. know different theories about leadership
b. analyze your leadership style
c. practice leadership skills

At the closing session, the group identified the questionnaire about each individual's particular leadership style as one of the important training activity highlights. Perhaps this is a good time for you to review your own questionnaire.

(The following section is individualized.)

I am also suggesting that you read several articles enclosed for your information.

During the session, we talked about supervision problems you were having with your social workers. I made a few suggestions and would like to know how they have worked for you. Developing skills in this area is always a challenge.

Best wishes

Trainer

HELLO THERE III

The "Hello There III" exercise sets the stage for an exchange of letters between pairs of participants reporting to one another on how their follow-up plans materialized.

Reinforcement Objectives

1. To assist participants in planning agency activities that reinforce new learnings.
2. To encourage participants to record, share and analyze their implementation activities.
3. To help establish networks of support among professionals.

Time

30 minutes

Procedure

1. Outline the exercise at the exit phase of training. Each participant selects another training participant identified over the training period as a person with similar needs and objectives.
2. Have participants work in pairs to share their plans for follow-up in their agency after the training.
3. Have participants exchange addresses and commit themselves to write to one another, reporting on their progress. A typical letter would include:
    a. review of plans
    b. what happened
    c. plans for the next month
4. Remind participants to be as specific as possible.

THE MULTIPLIER EXERCISE

This exercise is based on the assumption that you do not fully understand an idea until you are able to teach it to others. Teaching it to others also multiplies the potential impact of the training activity.

Reinforcement Objectives

1. To undertake systematic review of a training activity learning.
2. To further reinforce a training activity learning by teaching it to others.
3. To gain support for the agency activities of a training participant by sensitizing colleagues to new ideas.

Time

15 minutes to explain the exercise, 15 minutes to develop training plans and 30 minutes to discuss and revise plans

Procedure

1. State the reinforcement objectives of the exercise.
2. Describe the exercise.
3. Have each participant select one learning from the training activity that will be taught to others in the home agency (e.g. focal point concept).
4. Have participants make a written outline of their proposed teaching plan. The outline should make reference to materials used in the training activity and would normally include:
    a) the learning objectives
    b) methodology
    c) materials required
    d) follow-up
5. Have participants meet in pairs to share their teaching plans with each other. These plans should be discussed and revised. The trainer circulates and assists as required.

TIME CAPSULE

This reinforcement exercise provides the participant with a package of materials related to the training event as well as an introduction to additional materials not covered in training. The package is mailed to the participant following the training activity.

Reinforcement Objectives

1. To provide additional resources to follow-up training activities and reinforce new knowledge and skills
2. To introduce additional materials not covered in training.
3. To reinforce the communication link between training participants and trainer.

Time

30 minutes for participants to list materials and aids

Procedure

1. State the reinforcement objectives of the exercise.
2. Describe the exercise.
3. Invite participants to suggest further materials and aids they will need following training.
4. Prepare a package of materials relevant to the needs of individual participants.
5. Mail this package two to four weeks following training.

Materials

1. An adequate supply of resource materials and learning aids
2. A large supply of envelopes, stamps, etc.

Comments

This provides a review of the training activity, along with an introduction to the next level of materials and readings not covered in training, and requires an adequate supply of resource materials available to the trainer.

REPORT TO A SUPERVISOR

This exercise involves participants meeting with their supervisors to discuss the content and process of the training event and how it relates to their agency.

Reinforcement Objectives

1. To review essential elements of the training activity that relate specifically to the participants' agencies
2. To introduce training materials to other personnel.
3. To provide a link between the participants' training and the functions of their agencies

Time

45 minutes to explain the process and to write and discuss a plan

Procedure

1. State reinforcement objectives of the exercise.
2. Describe the exercise.
3. Instruct participants that they should arrange a meeting with their supervisors within a week following training.
4. Have participants formulate a plan for that meeting.
5. Instruct participants to include the following in their plan:
    a. a review of the training activity objectives
    b. an overview of the training activity process and sessions
    c. the materials and content with relevance for the agency
    d. what the training participant would like to accomplish in the next few months in order to implement some of his/her new knowledge and skills
    e. reactions from supervisor
6. Have pairs of participants plan and discuss the meeting with the supervisor for the next half hour.

Comments

This is an excellent exercise to link training with the organization back home. It informs others about the nature of the training and often leads to more acceptance of proposed changes.

THE FOLLOW-UP MEETING

Participants who work in proximity can plan a group meeting four to six weeks following the training activity. This meeting is planned during the exit phase of the training event.

Reinforcement Objectives

1. To reinforce training by providing structured on-going contact situations for training participants
2. To review, analyze and evaluate the training objectives
3. To establish support among colleagues for implementation of new knowledge and skills

Time

30 minutes to one hour

Procedure

1. Before attempting this exercise, the trainer will need to know the feasibility of follow-up meetings.
2. Since follow-up meetings may not involve all participants, those who are unable to meet again will need to be involved in another reinforcement exercise.
3. Have the group make the following decisions:
    a. date of meeting
    b. location
    c. objectives
    d. chairperson
    e. assignment of individual tasks for the meeting

Comment

Participants tend to be overenthusiastic at the exit phase of a training event. Caution should be exercised to avoid grandiose meeting plans that could be made while participants are experiencing the post-training euphoria.

PARTICIPANT QUIZ

A short quiz is mailed to participants following the training activity. It usually reinforces the major themes covered in training through participant review and trainer evaluation.

Reinforcement Objectives

1. To review materials and to reinforce training activity
2. To evaluate training activity objectives
3. To provide training participants with a mechanism denoting strong and weak areas
4. To reinforce the communication link between participant and trainer

Time

The trainer should allow:

- 2 hours for quiz preparation
- time for sending and receiving quiz by mail
- 2 hours for grading quiz
- 1 hour to prepare participant evaluation sheet

Procedure

1. Describe the exercise and its objectives.
2. Collect names and addresses of participants.
3. Following training, prepare quiz items and test situations relevant to training activity.
4. Mail quiz to participants two to five weeks following training.
5. Establish in advance a date for return of the completed quiz.
6. Score the quiz and prepare a profile sheet (see example) and return to participants indicating strengths and weaknesses.
7. Recommend and provide additional reading or review materials (see Time Capsule).

Materials

1. participant quiz
2. self-addressed, stamped envelopes (for initial mailing and return)
3. resource materials for participants requiring further reinforcement

Comments

This reinforcement exercise should not be considered an examination, and results should remain confidential. It provides both trainer and participant with excellent feedback.

Example

PARTICIPANT PROFILE SHEET

Area	Average Group Score	Your Score	Comments
Communication skills	38	42	Above average ability in this area
Defining Objectives	41	28	Below average Please read: Krauss Writing Behavioral Objectives
Developing an Action Plan	30	31	
Evaluating Your Plan	41	47	Good work

PHONE CALL EXERCISE

This exercise involves participants phoning each other following training to exchange ideas and information.

Reinforcement Objectives

1. To provide training participants with additional support and communication links
2. To receive evaluation and feedback from others involved in the same learning process

Time

15 - 20 minutes

Procedure

1. State the exercise reinforcement objective.
2. Describe in general terms the Phone Call Exercise and how it works.
3. Have participants select a telephone partner.
4. Have participants decide on a firm date, two to four weeks following training, and on who will initiate the call.
5. Include the following in the phone discussions:
    a. highlights of the training activity
    b. new skills and knowledge attempted in their respective agencies
    c. successes and failures of these events

Comments

This activity serves to keep the channels of communication open among participants and to encourage the flow of ideas.

THE BEHAVIOR CHECKLIST

Reinforcement Objectives

1. To review training objectives periodically
2. To link training goals with senior center and focal point trainee behavior

Time

30 minutes of training activity time (explanation only)

Procedure

1. The trainer explains the makeup of the BEHAVIOR CHECKLIST to the participants, relating it to the specific training objectives.
2. Particpants are instructed to place a check in the appropriate box when they have completed the specific behavior.
3. The list works best when it is reviewed in three two-week intervals following training.
4. Participants are to make a statement for each one of the behaviors in terms of what they did in order to exhibit the behavior.

Materials

The BEHAVIOR CHECKLIST

Comments

The checklist can be adapted to changes in training objectives. The time intervals act as a constant reminder for the participant to complete the behavior. This sample checklist is based on the units in the *Comprehensive Service Delivery* resource manual.

SAMPLE BEHAVIOR CHECKLIST

Unit I Management

In my job, I have:

	2 wks. Later	4 wks. Later	6 wks. Later
1. identified management patterns in my community focal point			
2. analyzed my leadership style			
3. organized or reorganized the management process for the benefit of the:			
a. back home older people			
b. local community			
c. local aging network			
Unit II Development of a Comprehensive Service Delivery System			
In my work, I have:			
1. identified the various constituencies to which my focal point is accountable			
2. have begun to formulate a "back home" plan for the development and strengthening of joint planning within the aging network			
3. stated the specific benefits of coordination to:			
a. older people			
b. the community			
c. the aging network			

SAMPLE BEHAVIOR CHECKLIST

Unit III Access to Services

Since returning to my work, I have

	2 wks. Later	4 wks. Later	6 wks. Later
1. described to someone the characteristics of a comprehensive service delivery system			
2. cited the benefits of improved access to community services to: a. older people b. the community c. the aging network			
3. identified areas where my community focal point can act as an advocate to improve access to services for older people			
Unit IV Operations			
Since my training I have:			
1. identified and listed the intra-agency skills necessary for community focal point manager's staff			
2. begun to identify funding resources			
3. reviewed public relations activities of my focal point			

SECTION VI

EVALUATION

Though evaluation is frequently ignored, it is a necessary element for improving training. Trainers are often surprised to learn that the vast majority of evaluation time and effort is not spent distributing questionnaires or surveying workshop participants. Rather it is spent in careful planning, preparation and even surveying of participants themselves, before the actual training event. Evaluation does require thoroughness and imagination but it does not need to be overly complicated or difficult. It can be fun. In the case of the Community Focal Point project, evaluation is a way to learn how to improve the training materials, expand the number of skill areas, change training strategies and improve personal training skills.

In the field of adult education there are two emphases in research efforts. One is measuring behavior change or knowledge retention in line with instructional objectives. The other has been to measure opinions of participants about the training process. This section of the training guide will give you direction in preparing training evaluation that can measure training effectiveness and feelings of participants. Using the results of the evaluation will help you to improve training materials and strategies to meet the needs of trainees. You will also be able to improve your training abilities using information you have gathered.

A SCHEME FOR EVALUATION

Training evaluation can be divided into four parts -- planning, implementation, product and recycling (Armstrong et al., 1971). Of these, planning is the most time consuming and requires the greatest amount of explanation.

PLANNING

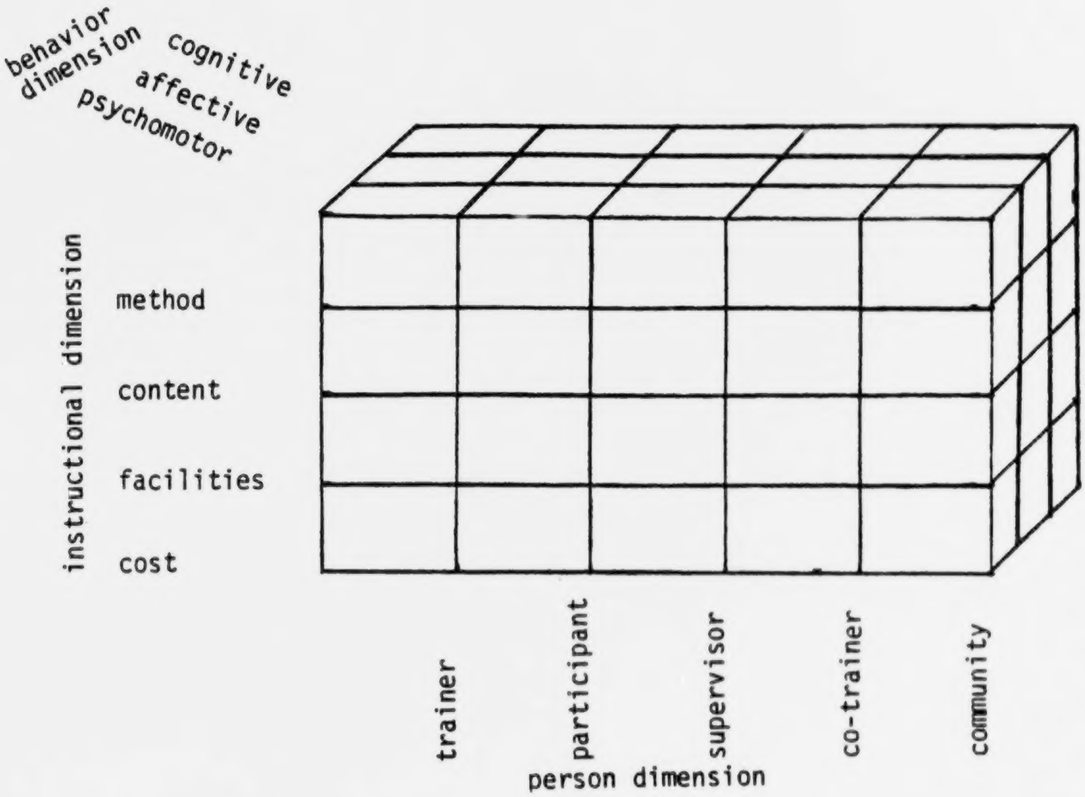
Careful attention to the planning phase will produce measurable data for decision making about training. In this phase, variables are identified and described; measurable objectives written; an evaluation design is chosen, and a calendar of events and monitoring plan are prepared. Also during the planning stage all the materials and procedures to be used in evaluation of training are selected and produced.

Variables and Objectives. Most of us encounter difficulty in the evaluation process from the very beginning. Variables need to be identified in order to write research questions or evaluation objectives. It is a difficult task. In training, the task can be made easier by breaking variables into three dimensions: The person dimension, the instructional dimension and the behavior dimension.

1. The person dimension includes everyone associated with training -- trainer, participant, co-workers, supervisors and community.
2. The instructional dimension describes variables affecting the process of training such as cost, facilities, training method and training content (includes materials).
3. The behavior dimension groups three aspects of behavior -- cognitive, affective and psychomotor behaviors (Armstrong, 1971).

These three dimensions of variables can be displayed graphically, as follows:

Figure 1*


behavior dimension
cognitive
affective
psychomotor
instructional dimension
method
content
facilities
cost
trainer
participant
supervisor
co-trainer
community
person dimension

Dimensions of Training Variables

* Adapted from Armstrong, R., Cornell, T.D., Kraner, R., and Roberson, E.W. A Scheme for Evaluation. In E. W. Roberson (Ed.), Educational Accountability through Evaluation. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971.

The graphic provides a framework for identifying factors to research. Can you take one of the cubes, say the method, cognitive, trainer cube and write an evaluation objective or research question? Use the six elements listed below to help you write a question or objective.

1. Who is the person in the person dimension of whom the behavior is expected?
2. What behavior is desired?
3. To what instructional variable will the person's behavior be related?
4. How will the behavior be specifically measured?
5. How much time is needed to measure the behavior?
6. How well (what level of proficiency) should the behavior be performed?

Your thought process might look like:

1. I am the trainer in the person dimension.
2. I want to choose a strategy to explain group process at the next workshop. Choosing strategies is a cognitive behavior.
3. Strategies are training methods. Methods is an instructional valuable.
4. Choosing one strategy will be the measure of completion of this cognitive behavior.
5. I need to decide on a behavior one week before the workshop.
6. If I have been proficient, three other trainers will agree my choice is a good one and give at least two reasons why they think it is a good strategy to explain group process.

Your final objective statement might look like

Objective: I will choose one strategy to teach group process one week before the next workshop. I will ask three other trainers if they agree that it is a good strategy, giving me at least two reasons why they think so.

Now you have chosen variables to be studied, and you have research questions or evaluation objectives. You may have written several objectives while you have been reading this section. The next step is to choose an evaluation design that will allow you to learn as accurately as possible if work behavior of workshop participants improve as a result of this training. (To learn participants feelings about the training process does not require as thorough preparation.)

Training Evaluation Design. There are many designs and procedures that can be used. A few of these are given. They give you increasing degrees of confidence that the training was responsible for behavior change. These designs begin with those that have less explaining and testing abilities.

Key: x = training activity
o = data collection

ONE SHOT xo	Participants are measured once after the training activity phase, not an effective method. The single assessment does not tell you how trainees are different, who they are different from or if other events may have caused change.
ONE GROUP PRE/POST TEST $o_1\ xo_2$	A better method because you can tell if the participants' behavior is different from a previous time. Unfortunately, you still do not know if the training caused the change.
TIME SERIES $o_1o_2o_3xo_4o_5o_6$	Repeated testing before, during and after training can increase the assurance that reasons other than training are not responsible for change.
POST TEST, CONTROL GROUP x o o	This design includes a control group, a group of people doing the same work or having the same title as trainees but not receiving training. A test is administered after training to both groups. While the test tells you what the difference is between the two groups, unless there is a large sample you don't know if the training event caused the change.
PRE/POST CONTROL GROUP o_1 x o_2 o_1 o_2	This is occasionally referred to as true experimental design or the Cadillac of research designs. Using this method, you can say with some confidence that training caused behavior change and -- depending on your data collection strategies and questions asked -- what behavior changed and how. The design uses the same measurement before and after training and measures both a trained and an untrained (control) group.

METHODS OF DATA COLLECTION FOR EVALUATION OF TRAINING EFFECTIVENESS

At the cornerstone of training programs there should be some form of data collection and feedback after the workshop. This need not always be in the form of quantative data, but the participant in training must have a monitoring system that lets him/her know the degree of success that is being achieved in the future application of skills. Whether in the form of videotaped feedback, written comments from fellow participants, surveys with subordinates and colleagues or a monitoring mechanism using the productivity and cost data of the organization, the learner needs to know how well training is being implemented (Zenger, 1980). Feedback increases the percentage of students successfully attaining their goals.

Deciding how to gather your information on training requires care. There are three issues to consider which affect data collection. They are rigor, relevance and economy (Zenger, 1982). Reliability, validity and precision of measurement give you rigor. Reinforcement of organizational goals achieved through training is relevance. The trade-off between costs and benefits when analyzed is called economy. Figure 2 shows how rigor, relevance and economy relate to techniques of data collection used during the exiting phase of training activity and after training (post training).

Figure 2

	Rigor	Relevance	Economy
Exit Stage			
reaction sheets	-	-	-
testimonials	-	-	-
tests	+	-	+
Post Training			
measures of behavior change	+	+	+
performance measures (employee evaluation form)	n.a.	+	-

Issues in Data Collection

Reaction sheets (see Appendix VI-A1 and VI-A2), comments and testimonials are useful in measuring participant reaction to the training process, but they do not effectively measure workshop effectiveness in teaching focal point comprehensive service delivery. While tests are better, they are still undesirable because of participants' negative reaction to them and their lack of ability to measure relevance. Tests tell you what the participants may have learned about management of focal points, for example, but not if they learned how to manage.

Reaction sheets, comments and testimonials are more effective ways to collect data on opinions of participants toward the training process (see Figure 3).

Figure 3*

TRAINING EVENT

Reaction (Affective)

Trainees' feelings, opinions of program

Yields information about :

- adequacy of outcomes
- instruction
- content
- method
- media
- organization
- logistical support

Opinions of Training Event

*Adapted from Center for Public Management. Staff Development Handbook for Managers in the Aging Network. Administration on Aging, 1977.

This leaves the post training measures shown in Figure 2 of assessing training effectiveness in teaching focal point comprehensive service delivery. Performance appraisals and evaluations are good tools for explaining the relevance of training, but they seem to require records that most organizations do not maintain. Also, performance or merit evaluations by a supervisor of the training participant seldom reinforce or evaluate training impact.

Other ways of collecting data on behavior change satisfy the conditions of rigor, relevance and economy. They are also flexible. There are several ways to collect data on the trainee.

1. Self-descriptions by the trainee. Personal assessments can be biased, so also include other data collection methods.

2. Observation by you of the trainee in action. It may be difficult as you cannot always be present during key situations, if you can be present at all.

3. Questionnaires administered to and used by supervisors, coworkers and subordinates asking about specific trainee behavior. Make questionnaires anonymous. Have several people fill out the same questionnaire. If you intend to use the questionnaire before and after training, try to get the same people to respond each time.

Planning for evaluation involves steps requiring concentration and creativity--writing evaluation objectives, choosing an evaluation design and selecting a method of data collection. Now you are ready to collect your data.

IMPLEMENTATION

When should you gather information? Information can be gathered throughout the training event so that appropriate future decisions can be made. The following section explains when data can be collected and gives examples of questions you might ask. The training event is broken down into five phases.

The Pre-training Phase. This phase involves activities of the trainer and the sponsor before the actual teaching-learning sequence begins.

Usually, the evaluation of the pre-training phase has two components. The first is your assessment of the extent to which the tasks associated with this phase are satisfactorily completed. The second component is the extent to which, at the end of the training session, the participants felt those tasks were carried out in a satisfactory fashion. Participant and trainer checklists can be developed (see Appendix VI-B1 and VI-B2).

The Entry Phase. During the Entry Phase, the emphasis is on orienting and preparing the participants for the training activity, an extremely important stage in the training sequence, as first impressions are often lasting.

This phase begins when the person arrives at the training site and continues until the specific training material and content are presented.

The evaluation of this phase can include a trainer self-evaluation form and a participant feedback form that will determine the degree to which the trainer was successful in carrying out these activities at this phase of the training event (see Appendix VI-C1 and VI-C2).

Training Activity Phase. The training activity phase represents the heart of the training event, when your training design emphasizes its specific content. Thogh content represents the focus of this phase, the processess employed by you and group members require at least equal attention. Thus, you have a responsibility to evaluate both content and process objectives.

Content objectives state the knowledge and skills that are the desired outcome of a training activity. There are many evaluation formats that can be used to measure content acquisition. In general, content evaluations fall into two categories:

a. Examinations: A category of evaluation generally assessed by participant interviews, oral recall, paper and pencil tests of content, observations of behavior, etc.

b. Participant Perceptions of Content Acquisition: Some trainers and trainees do not like test situations. Perception questionnaires simply ask the trainees whether or not they know or can exhibit the content objective.

Process objectives state the desired outcomes related to the learning climate, participation, participant interaction, etc. For adult learners, process objectives are frequently as important or more important than content objectives. Adults are concerned about how they are treated and the learning climate in which they are asked to operate. Process objectives should be monitored frequently to ensure a continuing positive learning climate. Again, trainers use many ways to check process objectives. (see Appendix VI-D, VI-D2 and VI-D3).

Exit Phase. The fourth step in the training sequence, the Exit Phase, is an important time for both the participant and trainer to evaluate the degree to which objectives were realized, to make decisions on how the training material will be utilized in the work setting and finally, to make the time and the personal commitments for selecting and carrying out the reinforcement procedures.

The evaluation procedures at this phase should be done by both the trainer and participant. For the trainer, the evaluation should be in the form of a checklist to ensure that all the training objectives were covered and that participants are prepared to transfer their learning from the training setting to the work setting.

For the participant, the purpose of the evaluation during this phase is to review the training objectives and to bridge the gap between training activity and return to the agency setting. The process of evaluation affords an opportunity to review the training objectives and to make decisions and commitments concerning utilization of the new knowledge and skills acquired during training.

Checklists to help the trainer to evaluate the overall training activity, and questionnaires to help participants determine if they have attained the training objectives and the degree to which they are prepared to exit from the training activity can be prepared (see Appendix VI-E1 and VI-E2).

Post-training Phase. The last phase of the training sequence is the post-training phase. In general, the trainer's responsibility is to carry out any promise made during the training activity or exit phase, to present relevant information to the sponsor and to assess the impact of the training.

Usually this phase is one to which little attention is paid. As trainers, most of our energy and talents are put into the teaching-learning sequence. We want to know immediately if our efforts were helpful, thus the evaluation information is usually collected during the training event and exiting phases. Contributing to such neglect is the fact that trainers and participants have not been sensitized to consider a post-training phase and sometimes do not respond to further work or demands on their time.

Post-training information is critical to improvement of training. It is in this phase that you should give and obtain sponsor feedback with regard to the training event. After training, when participants return to their jobs, an important test of your training activity occurs. Has the training activity improved the participants' skills or knowledge now that he/she has returned to the job? Has the training activity improved his/her organizational skills? These are very complex questions requiring careful exploration. Some feedback may be obtained by sending out questionnaires at periodic intervals starting one month after training. Questionnaires may be sent to participants, their co-workers, bosses and subordinates. Attention to evaluation in the post-training phase may reap high dividends for you as a trainer and they should be incorporated into your schedule (see Appendix VI-F1, VI-F2 and VI-G).

PRODUCT AND RECYCLING

The planning and implementing of the evaluation scheme introduced on page one has been completed. Now data is summarized and analyzed. Based on findings, decisions are made about achievement of instructional goals, training process, training materials and strategies and improvement of the trainer.

Actual changes in the training may follow. As you conduct more training you may find that you might use the planning, implementing, evaluating and revising cycle over and over again.

Conclusion

Regardless of whether you are training people inside or outside of the place where you work, you owe the training participants and management reasons for using this training package and your services. Here are some reasonable guidelines to follow in developing better evaluation studies and tools. You should supply precise training objectives and previous training results. Research you've done on this training package should support the claims you make for the training materials. Supply employees of organizations where people have received training with tools to evaluate the results of the training package (see Appendix VI-G). Organizations using these training materials and your follow-up tools should cooperate with you in reinforcing training goals.

More information about evaluation is available in the module on Program Evaluation in Section IV.

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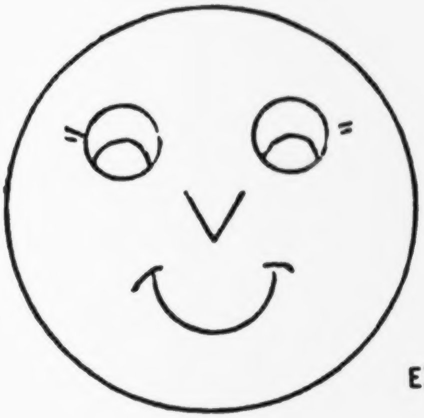
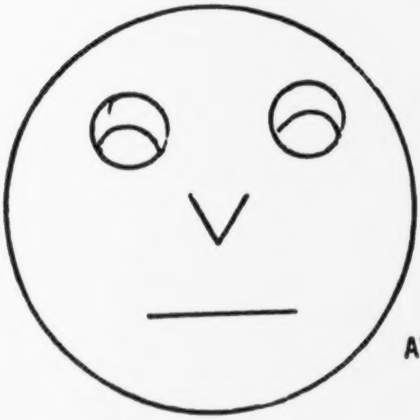
APPENDIX VI-A1

Example of Reaction Sheet

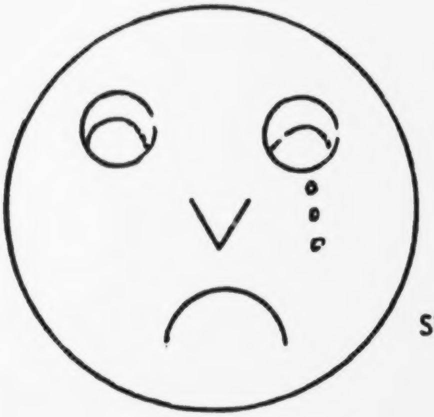
The climate of this training activity was: (please check one)



EXCELLENT



AVERAGE



SHOULD BE IMPROVED

APPENDIX VI-A2

Example of Reaction Sheet

1. When I spoke, the trainer and fellow participants listened to me.

Always ( ) Sometimes ( ) Not at all ( )

2. My ideas were generally well received by the group.

Always ( ) Sometimes ( ) Not at all ( )

3. Some members of the group were not listened to

a) by the trainer Yes ( ) No ( )

b) by the group Yes ( ) No ( )

4. The training atmosphere was generally conducive to learning new skills.

Always ( ) Sometimes ( ) Not at all ( )

5. There was a good mixture of training techniques.

Agree ( ) Partially Agree ( ) Disagree ( )

6. Comments to improve the training activity:

____

____

____

APPENDIX VI-B1

TRAINER EVALUATION CHECKLIST FOR PRE-TRAINING PHASE - SAMPLE QUESTIONS

Contracting with Training Sponsor

1. Were budget guidelines understood?

   Yes ( ) No ( )

2. Were the clear sets of objectives agreed to between you and your training sponsor?

   Yes ( ) No ( )

3. Were your role and responsibilities clearly defined?

   Yes ( ) No ( )

4. Were the role and responsibilities of the training sponsor clearly defined?

   Yes ( ) No ( )

5. Were expectations for evaluations and reporting defined?

   Yes ( ) No ( )

Preparing for Training Participants

1. Were the training needs of the participants clearly defined?

   Yes ( ) No ( )

2. Did you have sufficient time to plan the training activity?

   Yes ( ) No ( )

3. Were specific training objectives sent to participants in advance of the session?

   Yes ( ) No ( )

4. Were preliminary materials, assignments and facility arrangements sent to participants?

   Yes ( ) No ( )

5. Did you design an overall evaluation procedure and develop specific evaluation instruments?

   Yes ( ) No ( )

APPENDIX VI-B2

PARTICIPANT EVALUATION OF PRE-TRAINING PHASE - SAMPLE QUESTIONS

1. Did you know how to register for the training activity?

   Yes ( ) No ( )

2. Did you know where the training activity was being held?

   Yes ( ) No ( )

3. Did you set personal objectives for the training activity?

   Yes ( ) No ( )

4. Did you receive your pre-work in ample time for you to carry out the task?

   Yes ( ) No ( )

5. Did you have sufficient time to prepare for your participation in the training activity?

   Yes ( ) No ( )

6. Please suggest ways for improving the Pre-training Activity Phase:

APPENDIX VI-C1

TRAINER EVALUATION CHECKLIST FOR ENTRY PHASE - SAMPLE QUESTIONS

1. Were the participant registration procedures acceptable?

   Yes ( )   No ( )

2. Were the training facilities acceptable?

   Yes ( )   No ( )

3. Were the knowledge and skill levels of participants assessed?

   Yes ( )   No ( )

4. Did the participants:

   a) learn the names of fellow participants?

      Yes ( )   No ( )

   b) follow training schedules, operating rules and procedures?

      Yes ( )   No ( )

   c) demonstrate awareness of the objectives for the training event?

      Yes ( )   No ( )

   d) become aware of the needs of other participants?

      Yes ( )   No ( )

5. Was sufficient time provided for participants to express their personal needs for the training event?

   Yes ( )   No ( )

6. Was a positive learning climate established at the Entry Phase?

   Yes ( )   No ( )

7. Areas which require improvement at this phase:

   ____

   ____

   ____

APPENDIX VI-C2

PARTICIPANTS' EVALUATION CHECKLIST FOR ENTRY PHASE - SAMPLE QUESTIONS

Please respond to the following statements and make additional comments where needed.

1. Registration procedures were:

   Very acceptable ( )   Acceptable ( )   Unacceptable ( )

2. My accommodations are:

   Very acceptable ( )   Acceptable ( )   Unacceptable ( )

3. I have learned the names of fellow participants

   All ( )   Most ( )   A Few ( )   None ( )

4. I am aware of the training schedule, operating rules and procedures

   Yes ( )   Somewhat ( )   Partially ( )

5. I am clear about and understand the objectives for this training event

   Yes ( )   Somewhat ( )   No ( )

6. I feel the trainer understands my work background and skill level

   Yes ( )   Somewhat ( )   No ( )

7. I was able to express my personal needs for the training event

   Yes ( )   Somewhat ( )   No ( )

8. I am aware of the personal needs of other participants for this training event

   Yes ( )   Somewhat ( )   No ( )

9. I feel a positive learning climate has been established

   Yes ( )   Partially ( )   No ( )

10. Please suggest ways for improving the Entry Activities:

    ____

    ____

    ____

APPENDIX VI-D1

CONTENT EXAMINATION FOR PARTICIPANTS - SAMPLE QUESTIONS

1. Three methods to resolve organizational conflict are:

   a)

   b)

   c)

2. Identify characteristics of focal point

3. "Could you tell me a little about your job?" is an example of:

   a) paraphrasing

   b) an open question

   c) a closed question

   d) a reflection of feeling

APPENDIX VI-D2

PARTICIPANT PERCEPTION QUESTIONNAIRE OF CONTENT ACQUISITION - SAMPLE QUESTIONS

1. I can state the three methods used to resolve organizational conflict

   Yes ( ) No ( ) Partially ( )

2. I can identify characteristics of "community focal point".

   Yes ( ) No ( )

3. I am able to ask an "open question" at an appropriate time.

   Yes ( ) No ( )

APPENDIX VI-D3

PARTICIPANT PROCESS EVALUATION FORM - SAMPLE QUESTIONS

1. When I speak, the trainer and fellow participants listen to me

Always ( )   Sometimes ( )   Not at all ( )

2. My ideas are generally well received by the group

Always ( )   Sometimes ( )   Not at all ( )

3. Some members of the group are not listened to

a) by the trainer   Yes ( )   No ( )

b) by the group   Yes ( )   No ( )

4. The training atmosphere is generally conducive to learning new skills

Always ( )   Sometimes ( )   Not at all ( )

5. There is a good mixture of training techniques

Agree ( )   Partially Agree ( )   Disagree ( )

6. Comments to improve the training activity:

____

____

____

APPENDIX VI E1

TRAINER EXIT PHASE EVALUATION CHECKLIST - SAMPLE QUESTIONS

1. Were all the stated objectives adequately covered during the training event?

   Yes ( )   Partially ( )   No ( )

2. What percentage of the participants left the training activity accomplishing all the stated objectives?

   100% ( )   75% ( )   50% ( )   25% ( )

3. At the exit phase, did you review with the participants the objectives for the training event?

   Yes ( )   No ( )

4. Do the participants have a reinforcement exercise to complete when they return to their agency?

   Yes ( )   No ( )

5. Did you assist the participants in the selection of the reinforcement exercises?

   Yes ( )   Somewhat ( )   No ( )

6. Have you made a list of the participants and their respective reinforcement exercises?

   Yes ( )   No ( )

7. Have time limits been set for the participants to complete their reinforcement exercises?

   Yes ( )   No ( )

8. Do the participants have a list of names, addresses and phone numbers of their fellow participants?

   Yes ( )   No ( )

9. Have you made it clear to participants what they are to receive from you in the future?

   Yes ( )   No ( )

10. Have you provided opportunities for participants to develop objectives for themselves when they return to their work setting?

    Yes ( )   No ( )

APPENDIX VI E2

PARTICIPANT EXIT PHASE EVALUATION CHECKLIST - SAMPLE QUESTIONS

1. Below are the training objectives. Rate yourself from 1 to 5 on the degree to which the objective was attained by the training activity.

	Attained			Not Attained	
Objective:________________	1	2	3	4	5
Objective:________________	1	2	3	4	5
Objective:________________	1	2	3	4	5
Objective:________________	1	2	3	4	5

2. Do you feel you have accomplished your personal training objectives?

Yes ( ) Somewhat ( ) No ( )

3. List below the most important thing you have learned from this training event:

a)________________________

b)________________________

c)________________________

4. Do you feel you have developed new skills or improved existing skills?

Yes ( ) Somewhat ( ) No ( )

List below the new or improved skills you have developed:

a)________________________

b)________________________

c)________________________

5. Do you have the names and addresses of fellow participants with whom you would like to keep in contact?

Yes ( ) No ( )

6. Have you had the opportunity to select appropriate reinforcement exercises for yourself?

Yes ( ) No ( )

7. Did the trainer provide useful input and assistance for you in the selection of appropriate reinforcement exercises?

   Yes ( ) Somewhat ( ) No ( )

8. Are you aware of what is expected from you when you return to your agency?

   Yes ( ) Somewhat ( ) No ( )

9. Have you developed objectives for yourself when you return to your work setting?

   Yes ( ) No ( )

10. Please suggest ways to improve the Exit Phase of the Training Event:

APPENDIX VI F1

TRAINERS"-SPONSORS' POST-TRAINING EVALUATION - SAMPLE QUESTIONS

1. Did you discuss the content and process results of your training activity?

   Yes ( ) No ( )

2. Did you discuss your own and your sponsor's responsibilities for the training event?

   Yes ( ) No ( )

3. Did you obtain sponsor feedback regarding your skills as a trainer?

   Yes ( ) No ( )

4. Did you discuss follow-up activities?

   Yes ( ) No ( )

5. Were the sponsors' responsibilities for the reinforcement exercises reviewed?

   Yes ( ) No ( )

6. Were budget details finalized?

   Yes ( ) No ( )

APPENDIX VI F2

PARTICIPANTS' POST-TRAINING EVALUATION

-SAMPLE QUESTIONS-

1. Were you able to transfer training skills from the training event to your work setting?

   Yes ( ) No ( )

   If you answered NO to #1, please explain why:

2. Have your organizational skills and behaviors changed as a result of the training event?

   Yes ( ) No ( )

   If you answered YES to #2, give specific examples:

3. Have there been organizational changes as a result of your participation at the training event?

   Yes ( ) No ( )

   If you answered YES to #3, give specific examples:

VI F2 (continued)

4. Would you recommend a similar training event to your colleagues?

   Yes ( )   No ( )

5. How would you improve this training event?

   ____

   ____

   ____

APPENDIX VI-G

ORGANIZATIONAL IMPACT QUESTIONNAIRE - SAMPLE*

BIOGRAPHICAL SHEET

1) Please check the category that best describes your agency.

____Designated Community Focal Point
____Senior Center
____Nutrition Site
____Committee or Council on Aging
____Other, please specify ____
____
____

2) Which of the following organizational types best describes your program?

____Public, independent agency
____Private, independent agency
____Public, subunit of another agency
____Private, subunit of another agency

3) If you are organizationally a subunit of another agency, what agency is that?

____Area Agency onAging
____Council on Aging
____Department of Social Services
____Other, please specify____
____
____
____Community Development Agency
____Housing Authority
____Department of Recreation & Parks

4) What area is covered by your agency?

____neighborhood/section of a city or town
____entire city or town
____portion of the county
____entire county
____more than one county

* Send 6 to 8 weeks after training.

VI - G cont.

THE EFFECTS OF THE TRAINING ON THE TRAINING PARTICIPANT

Please check the box which best represents the extent of your agreement with the following statements:

As a result of my training

1. I am able to describe the characteristics of a comprehensive service delivery system

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

2. I am able to measure my own agency against the criteria established for a comprehensive service delivery system

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

3. I am able to describe the characteristics of a community focal point

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

4. My attitude toward the community focal point concept is positive

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

5. I obtained a clearer understanding of what changes to expect with regard to the future Federal direction on services to older people

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

6. I can define the management process within my community focal point

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

7. I am able to use the management skills appropriate to managing community focal points

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

8. I would be able to organize and set up conditions for cooperative planning for effective service delivery

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

9. I am more able to use my intra-agency skills for better program management

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

10. I now feel better equipped to manage people at the intra-agency program level (recruit, train, etc.)

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

11. I now have teh necessary skills to deal effectively with the routine agency paper work demands

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

12. I can now understand the situations and conditions which are supportive of comprehensive service delivery and those which are barriers

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

13. I now am aware of my own personal managerial qualities that are necessary for me to "make things happen"

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

14. I am able to make the link between the training activity skills and my "back home" setting

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Covered
( )	( )	( )	( )	( )

SECTION II

THE EFFECTS OF MY TRAINING ON MY COMMUNITY FOCAL POINT

As a result of my training session the agency has increased its capability to:

1. Coordinate services to older people

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

2. Develop a continuum of services to older people

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

3. Obtain resources for services to older people

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

4. Improve the community's view towards the older adult

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

5. Identify service needs through a needs-assessment

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

6. Participate in cooperative planning

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

7. Participate in community-wide planning

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

8. Utilize the older adult as an organizational resource

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

9. Develop informal linkages with agencies which would increase the services available to older adults

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

10. Develop informal linkages with agencies which would increase the services available to older adults

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
( )	( )	( )	( )	( )

SECTION III

THE EFFECTS OF THE TRAINING ON SERVICES TO OLDER ADULTS

Please check the appropriate box

Since the workshop

1. Has staff from your agency been placed at other service sites for older people in order that older people can have more services?

Yes ( ) No ( ) In Process ( )

2. Has your organization placed information at other service sites for older people in order that more older people can know of your services?

Yes ( ) No ( ) In Process ( )

VI G (continued)

3. Has your organization increased the number of referrals it makes to other service providers?

Yes ( ) No ( ) In Process ( )

4. Have other service providers placed staff on a regular basis at your agency?

Yes ( ) No ( ) In Process ( )

5. Have other service providers given your agency information to distribute to the older adults you service?

Yes ( ) No ( ) In Process ( )

6. Has your agency purchased more services for older people?

Yes ( ) No ( ) In Process ( )

Below is a list of agencies and organizations which are typically involved in the coordination of services for older adults. Please place a check next to the agencies with which you have developed a procedure for planning and/or coordinating services to older adults.

____State division of aging

____Area agencies on aging

____Local offices on aging

____Local Social Security office

____County Social Services dept.

____Local health department

____Nursing homes

____Housing authorities

____Local social agency councils (community, health and welfare councils)

____Local Parks & Recreation dept.

____Day care centers

____Community action program

____Religious organizations

____Service clubs (Lions, Kiwanis, etc.)

____Youth groups (4-H, Scouts, etc.)

____Employment Security Commission

____Legal Aid organization

____Mental health agencies

____Special disability groups (Association for the Blind, VA, etc.)

____Visiting nurse/home health agencies

. . . continued

____Senior centers

____Casework/case management agencies

____Nutrition sites

____Service organizations (Y's, Salvation Army, etc.)

____Others:

____

____

____

____

____

Of the above agencies, have you developed procedures with any of these organizations since the workshop?

Yes ( )   No ( )   In Process ( )

If Yes or In Process, please list: ____________________________

____

____

____

Below is a list of services which are offered in many senior centers and focal point agencies. Please check the services and activities that are offered in your agency.

____Information and Referral

____Employment Services

____Home-delivered Meals

____Legal Services

____Chore Service

____Home-Health Service

____Food Stamp Certification

____Library Service

____Counseling

____Meals on Premises

____Health Services

____Outreach

____Case Management

____Home Repair

____Medicaid Certification

____Leadership Development Opportunities for Older People

. . . . continued

VI G (continued)

____Consumer Information Classes

____Creative Activities (arts, crafts, drama, music, preparing bulletin/newsletters)

____Nutrition Classes/Counseling

____Other:

____

____

____

____

____Active Recreation (exercise, sports, hiking, walking)

____Sedentary Recreation (cards, bingo, movies, parties)

____Classes, Lectures, Discussion Groups

Of the above, have any services been added since the Training Session?

Yes ( )　　　No ( )　　　In Process ( )

If yes or In Process, please list:________________________________

____

____

Have any of these services been improved since the Training Activity?

Yes ( )　　　No ( )　　　In Process ( )

Thank you for your cooperation.